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ABSTRACT

This report describes an evaluation study of the Houston Annenberg Challenge, which was a school reform initiative designed to improve the quality of Houston's diverse urban schools by promoting an academically rich and purposeful education for all students. The study examined academic achievement, comparing Annenberg schools with other schools in the region; school development, specifically in relation to the three goals established by the initiative concerning teacher learning, school isolation, and school size; and the long-term impact of the effort in building a framework for school reform throughout the region. Information came from student achievement data; surveys of students, teachers, principals, parents, and district staff; and examination of 12 case study schools as they participated in local, regional, and national activities. Results indicate that the Houston Annenberg Challenge has served as a powerful engine for school reform in the area. Academic achievement at many of the participating schools has outpaced that at other Houston schools. Teachers at participating schools stay longer at their schools than do teachers at the state or regional level. Reforming schools have significantly reduced isolation within schools, between schools, and with the community by forming substantive partnerships. The strong accountability and peer review process has helped push the schools along the road to success. The teacher, student, principal, and parent surveys are appended. (Contains 8 figures, 41 tables, and 81 references.) (SM)

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2002 HOUSTON ANNENBERG CHALLENGE

EVALUATION REPORT:

Lessons Learned on Urban School Reform

UD 035 859

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EVALUATION REPORT:

Lessons Learned on Urban School Reform

I: INTRODUCTION

INTRODUCTION AND CONTEXT

At the White House on December 17, 1993, President Clinton announced a private pledge to public education of a half-billion dollars. The benefactor was Walter H. Annenberg, a former United States ambassador to Great Britain, and the beneficiaries were American school children, particularly poor children living in big cities. At a time when confidence in public education was low, Ambassador Annenberg sent a signal that something should—and could—be done to improve American public schools, particularly those attended by low-income children (Schön & McDonald, 1998).

Walter Annenberg's vision was both idealistic and practical. He indicated that public schools would never improve unless the reforms they undertook arose from an unshakable belief in America's obligation to educate all children well. Moreover, Mr. Annenberg suggested that schools would improve only when communities realized that it was in their own best interests to take the tough political steps necessary to provide a good education for every child. He commented that schools would improve when private citizens and institutions became willing to invest substantial amounts of time, energy, and money in public education—not just for their own children, but for other people's children as well. Mr. Annenberg hoped his own monetary commitment would create this effort in localities around the country, with his dollars matching those raised by local planners (Schön & McDonald, 1998).

Less than a year later, Annenberg funds were allocated to cities responding to the challenge. The first grant, awarded in the fall of 1994, supported small schools in New York City. Ultimately, 18 locally designed Annenberg Challenge projects were created, involving partnerships with almost 400 school districts in nearly 40 states. Nine of these, involving pledges of anywhere from 10 to 50 million Annenberg dollars, focused on some of the nation's largest urban school districts. One project spanned rural America. Three focused on the arts. Five grants, ranging in size from $1 million to $4 million, supported innovative efforts in smaller urban districts. Overall, approximately 2,400 schools were funded in the Annenberg Challenge, with the potential in 1999 alone to affect nearly 1.5 million children. More than $487 million in matching local funds was raised by the end of 1998, and more than 1,000 local partners—including businesses, independent reform groups, and not-for-profit agencies—were engaged in the implementation of the Challenge reforms (Cervone & McDonald, 1999).

The city of Houston was one of the grantees in the 1996 round of funding. Key individuals from local foundations, educational institutions, and corporations collaborated to create the Houston Annenberg Challenge. They expressed concern about the quality of public education in the greater Houston area and sought to develop an organization capable of initiating and nurturing systemic change. They committed to conducting a "multi-district, city-wide campaign that focused the community's energies, political will, and financial resources on a strategic investment in networks of public schools that with their community partners would thoughtfully work toward whole school change" (Child-Centered Schools Initiative, 1996).

The broad-based community group, led by representatives from the Brown Foundation and Houston Endowment, Inc., created a vision for the public school reform initiative and in March 1996 formed a nonprofit organization named The Child-Centered School Initiative of the Greater Houston Area. The mission of this newly formed organization was "to promote an academically rich and purposeful education for more of our children and to demonstrate how such an education could become possible for all children" (Child-Centered Schools Initiative, 1996). This broad-based community group thought that Annenberg's vision was compatible with their vision; thus the Houston Annenberg Challenge was established. This group of individuals, all from the Houston metropolitan area, provided the impetus for this school reform program. What are the characteristics of the Houston metropolitan area? We turn to that description next.

Houston Metropolitan Area Context

General Context

The city of Houston, founded in 1836 by J. K. and A. C. Allen and named after Sam Houston, has a rich history that includes serving as the capital of the Texas Republic from 1837 to 1839. Houston ranks as the fourth largest city in the United States. The city is situated primarily in Harris County, although it occupies land in both Fort Bend and Montgomery Counties. Harris County remains the third largest county in the United States, covering approximately 1,788 square miles and hosting 3.4 million people (U.S. Census Bureau, 2001). With a population of approximately 1.9 million people, Houston averages just over 3,000 people per square mile. Since the mid-1980s, Houston has undergone profound changes both demographically and economically. These changes contribute to Houston's current political, economical, and social transformation.

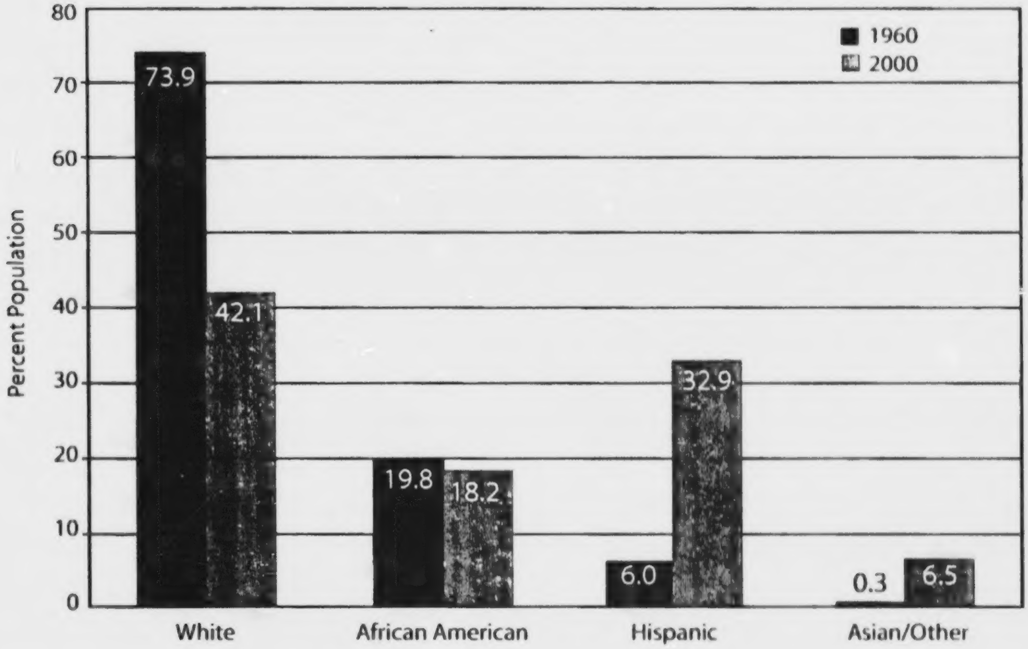
Demographic Context

Houston, Texas, has long been known as a multi-ethnic city. However, 2000 census data reveal that the city's ethnic diversity is increasing. Demographic shifts show a steady decline in the White population, a substantial increase in the Hispanic population, and increased representation of multiple ethnic and racial categories (U.S. Census Bureau, 2001). Demographers project Hispanics to be the majority of the Texas population by 2004 (Yardley, 2001).

In 1960, Whites accounted for nearly three quarters (73.9%) of the population of Harris County. The next largest ethnic group in 1960 was the African American population (19.8%), while the remaining population was recorded as Hispanic (6%) and Asian/Other (0.3%). Tracing the demographic shifts over the ensuing decades shows a steady decline of the White population. The 2000 census reported a White population of 42.1%, a decrease of 31.8%. In an inverse trend, since 1960 the Hispanic proportion of the population has increased more than five times (32.9%). Whereas the African American population has remained fairly steady at around 20%, the Asian population has grown slowly but steadily to 6.5% (see Figure 1).

Traditionally, teachers are mainly White females from working- and middle-class economic backgrounds (Kennedy, 1992). The 2000 census data show that an increasing proportion of the Houston school-age population is from ethnic groups other than White. Clearly, these demographic shifts have critical implications for public education in the greater Houston area.

Figure 1: Percentages of total population (U.S. Census Bureau, 2000).



The impact of ethnic diversity on schools becomes especially significant when ethnicity of teachers and students is taken into account. White teachers are still the majority in four of the six school districts participating in the Houston Annenberg Challenge. Although two of the six districts have a majority of teachers who are African American; none of the six have more than 20% Hispanic teachers; three districts have less than 10% Hispanic teachers (Texas Education Agency, 2000). Only one of the six districts has a majority White student population.

Additionally, five of the six school districts participating in the Houston Annenberg Challenge report that more than 50% of their students are "economically disadvantaged"; three of the six report that more than 70% of the students are economically disadvantaged. The Texas Education Agency (TEA) identifies students as economically disadvantaged if they qualify for free or reduced-price lunches. Research has shown that schools with a greater proportion of poverty-level students have higher numbers of teachers who teach out of their primary field of study. For example, in one study 32% of high school mathematics teachers did not have a major or minor in mathematics. Unfortunately, out-of-field teaching is even more common in large, urban schools (Ingersoll, Han, & Bobbitt, 1995). Without a doubt, greater Houston public schools are affected by a dramatic demographic and economic context.

Economic Context

In the past, Houston's economy has focused on oil and natural gas exploration and production. Once a railroad center, Houston later emerged as a dominating force in the oil and gas industry before expanding to areas such as shipbuilding. Aerospace engineering contributed to Houston's economy beginning in 1961 with the establishment of the National Aeronautics and Space Administration's Manned Spacecraft Center, now known as the Lyndon B. Johnson Space Center. Now diversified with other industries, Houston's economy has expanded since the recession of the 1980s. In addition to the more commonly known oil and gas industry jobs, Houston's employment diversity now includes jobs in engineering, computer science and technology, biomedicine, research and development, banking and finance, construction, and retail. Currently, the service-producing sector furnishes 79% of Houston's jobs and the goods-producing sector provides the remaining 21% of jobs.

The increase in Houston's job growth has been evident for more than 10 years. As a result of continued economic growth, Houston continues to serve as a corporate center for the state, national, and international economy. Houston remains a leader in both domestic and international aspects of the oil and gas industry. Many Fortune 500 companies have headquarters in Houston. This economic success spans the areas of retail, oil and gas, banking, medicine, engineering, technology, and research and development. Houston has also experienced growth in other economic areas such as agricultural business. Reportedly, 27% of Harris County land remains devoted to farming and ranching.

Houston faces renewed challenges as the 21st century begins. For example, recent economic growth appears to be benefiting mainly the middle- and upper-middle class populations, and disparities between socioeconomic groups are becoming more evident. In addition, the influx of immigrants promises new language and educational challenges (Thomas & Murray, 2000).

State Educational Accountability Policy Environment

Texas standards and assessments reform began in the early 1980s (Grissmer & Flanagan, 1998). While most states maintain some form of state and local accountability system based on performance indicators, Texas remains a leader among other states in standards and assessments as well as performance reporting. *The State of State Standards* (Finn & Petrilli, 2000) acknowledged Texas, along with Alabama, California, North Carolina, and South Carolina, as having solid standards and a strong accountability system. Texas received this distinction for demonstrating an understanding of standards-based reform, aligning standards and assessments, holding schools accountable, publicly reporting results, and providing rewards and consequences based on school and district ratings. Statewide assessment in Texas has evolved from minimum competency testing to state curriculum standards testing. The evolution is evident in the progression of testing from the Texas Assessment of Basic Skills (TABS) test, a criterion-referenced minimum competency test administered from 1979–1980 to 1984–1985 to the Texas Educational Assessment of Minimum Skills (TEAMS) examination administered from 1984–1985 to 1989–1990 to the current criterion-referenced test, Texas Assessment of Academic Skills (TAAS), which has been administered since 1991. The TAAS is based on the Texas Essential Knowledge and Skill (TEKS) curriculum standards for kindergarten through grade 12. On June 18, 2001 TAAS II was renamed the Texas Assessment of Knowledge and Skills (TAKS) and became the new statewide assessment program in 2003. The Student Assessment and Curriculum and Professional Development Divisions of the Texas Education Agency (TEA) are working to develop TAKS as mandated by Senate Bill 103 during the 76th Texas Legislative Session (TEA, 2001).

The Texas accountability system for schools and districts gained strength after the Texas Legislature passed House Bill 72 in 1984. House Bill 72 sought an accountability system that emphasized student performance. The current accountability rating system, which designates schools and districts as Exemplary, Recognized, Acceptable, or Low Performing, has been in effect since 1994. Since 1994, the Texas Education Agency has assigned accountability ratings to schools and districts based on the following indicators: student performance on TAAS, annual percentage of dropouts, and attendance rates. Performance data are disaggregated into four student groups: African American, Hispanic, White, and economically disadvantaged.

The Texas Education Agency collects data at the district, school, staff, and student levels. The Academic Excellence Indicator System (AEIS) published annually functions as a tool for determining district accreditation and school ratings. Additional information on students, staff and personnel, finances, programs, and demographics is available in the full AEIS report. AEIS provides information at the campus, district, region, and state level. Data provided by the schools through the Public Education Information Management System (PEIMS), testing contractors, and other state agencies make the AEIS reports possible. The PEIMS is a compilation of data collected in the following areas: organization, budget, financial, staff, student demographics and program participation, student attendance and course completion, and dropout, retention, and graduation.

The Houston Annenberg Challenge Context

History of Reform

The Houston Annenberg Challenge (HAC) is a school reform initiative launched in the greater Houston area in 1996 in order to initiate and nurture systemic change in the public schools. Houston Annenberg founders envisioned that the accomplishment of this mission depended on a major infusion of public and private dollars. The Brown Foundation of Houston and Houston Endowment Incorporated built a coalition of corporate and business leaders, as well as local educators and university personnel. This collaboration proposed a Whole School reform initiative created to initiate and nurture systemic change in the public schools.

The Houston proposal addressed three key issues, which Houston Annenberg calls *imperatives*: teacher learning, school isolation, and size. These three imperatives, discussed in more detail later in the report, refer to improving teacher professional development, reducing schools' isolation, and creating personalized learning environments for children. The vision for the Houston Annenberg reform effort became a reality with a grant from the Annenberg Foundation, which contributed $20 million with the stipulation that Houston would raise $40 million in a public and private funded match. This funding launched the Houston Annenberg Challenge.

Founders of Houston Annenberg committed funds from the initiative to build school capacity. Thus, representatives from school districts across the Houston area, including principals and teachers, participated in the planning process. Ultimately, the planners decided to fund three distinctive support categories: (1) direct support to networks of public schools and their community partners, (2) indirect support to a network of reforming schools, and (3) community support. The planners allocated the bulk of the money for direct support to public schools. They invited schools to submit Requests for Proposals (RFPs) addressing the three Annenberg imperatives of teacher learning, isolation, and size.

The Houston Annenberg Challenge Theory of Action

Houston Annenberg's theory of action for school change places schools at the center of the reform. Annenberg assumes that those who work closely with children and know them best should decide on changes needed for the school. Annenberg also assumes that strong professional communities develop as educators review their own practices to strengthen student and organizational learning. In addition, Annenberg believes that community support is essential for sustaining school reform in the greater Houston area.

Again, the Houston Annenberg Challenge focused its funding to address three imperatives: teacher learning, isolation, and size. The original Houston Annenberg Challenge proposal to the Annenberg Foundation spoke about these three key issues in the following way.

Enhancing Teacher Learning

The proposal stated, "An academically rich environment begins with teachers who are deeply knowledgeable about their subjects, about children's development, and [about] a wide range of effective strategies for teaching in content areas." Therefore, the original proposal pledged financial and informational resources to teachers' professional development and learning. These resources provided schools support to focus on strengthening teachers' knowledge of children, academic subject areas, and children's cultures. The resources also targeted the work setting to include more planning time, professional development, and teacher networking. Furthermore, Annenberg provided opportunities for principals to strengthen their own leadership capabilities and develop leadership among the faculty and parents to enhance teacher learning.

Reducing Isolation

The second area of focus addressed isolation. Annenberg focused attention on the need to help schools break down isolation within the school; between schools; and between schools, families, and the community. The proposal suggested that schools invite parents, community members, and other participants to become active partners in the Houston Annenberg reform effort. Annenberg leaders involved others in the reform effort by providing classes in the schools for parents, organizing community conferences on education issues, and developing community advocates for public education and the children of the greater Houston area.

Size: Personalizing the Student Learning Environment

Initiatives that target size emphasize personalizing the learning environment for children. For this imperative, schools organize around multiple dimensions of size, physical structure, resources, space, and time, so that all teachers know each child well, set high academic expectations, and use this to shape the child's education. Recently, Houston Annenberg stated, "Forging one-on-one relationships with each student is crucial to ensuring that children stay in school through their senior year" (Houston Annenberg Challenge, 2000). The Annenberg leadership encouraged schools to address the size imperative by reducing the teacher–student ratio, reducing class size, and reorganizing classes into smaller groups.

The Houston Annenberg Challenge Funding Categories

Founders of Houston Annenberg committed funds from the initiative to build school capacity. In response, representatives from school districts across the Houston area, including principals and teachers, decided to fund three distinctive support categories.

Direct Support to Schools

The planners allocated the bulk of the money for direct support to public schools. The Houston Annenberg Challenge distributed the first wave of dollars in 1997 to what it called "Beacon" schools and "Lamplighter Learning Communities." Beacon schools consist of 11 individual schools in five area school districts. These schools had already demonstrated the capacity to engage in school reform prior to receiving Annenberg funding. The Houston Annenberg funding supplemented and expanded existing programs and processes while the schools addressed the three Annenberg imperatives. Furthermore, each Beacon school committed to focus on at least one academic area such as reading, mathematics, or science.

The second set of schools funded in 1997, designated as Lamplighter Learning Communities, included networks of schools that collectively submitted planning grant proposals. The 20 school networks represented six school districts. Their planning proposals included needs assessment, partner identification, and specific goals and objectives. Lamplighter Learning Communities applied for implementation grants in the subsequent year, 1998–1999.

By the 1998–1999 school year, Annenberg firmly established the RFP process for funding, a process launched the previous year. The Houston Annenberg Board funded 11 Beacon schools for a second year. The 20 Lamplighter school communities received their first year of implementation funding. Prior to awarding funding, Houston Annenberg leadership required each school or group of schools to participate in a rigorous self-reflection and planning process. Additionally, teams of educators, parents, and community members visited each school. This process evolved in 1999–2000 into a structured peer-review and accountability procedure.

With the 2001–2002 funding cycle, the Beacon schools received funding for a fifth and final year and the Lamplighter school communities received funding for the fourth and final year.

Indirect Support to Schools

Annenberg designated the second category of funding for indirect support to reforming schools. The original plan for using these funds included publications among reforming schools to create shared venues to address other school, district, and state audiences. The plan also included funds for teacher learning and principal leadership development, and creation of a regional faculty modeled after the Coalition of Essential Schools' National Faculty.

During the 1997–1998 and 1998–1999 academic years, the Houston Annenberg Challenge funded local faculty to serve as on-site planning and evaluation (P & E) consultants for the Beacon schools. With the 1999–2000 year, Annenberg incorporated the P & E funds directly into the Beacon school budget. The funds continued in the school budget for 2001–2002.

Building a Community of Support for Reforming Schools

Founders of the Houston Annenberg Challenge envisioned building a community of support for reforming schools. Thus, the third type of Annenberg funding provided support to the greater Houston community for continuing school reform work beyond the Annenberg schools. The vision for this support included conducting public policy forums related to children and children's issues, participating in the creation of a research consortia, and advising policy makers on the impact and unintended consequences of state legislation and regulations affecting the school reform process. Consequently, Annenberg committed funds for public information and dissemination about the HAC reform, reforming schools, good school practices, and related work from the reform efforts in other cities across the United States.

The Houston Annenberg Challenge Districts and Schools

As previously noted, districts and schools received Annenberg funds to sustain, expand, and improve reform efforts based on a rigorous process. In fact, Houston received one of only nine Annenberg Challenge projects awarded nationally in an urban setting. The Houston Annenberg Challenge awarded funds to schools in six Houston school districts in the Greater Houston area: Aldine, Alief, Houston, Humble, North Forest, and Spring Branch Independent School Districts. As a result of this grant, 88 schools received Annenberg funds for reforms. Again, Houston Annenberg awarded funding to three school categories: Beacon, Lamplighter, and Floodlight schools. There are 64 schools in Lamplighter learning communities, 10 Beacon schools, and 14 Floodlight schools (some schools are in multiple categories). Schools from five of these districts participate as case-study sites for the Houston Annenberg evaluation and research study. Houston Independent School District (HISD) schools received a majority of the Annenberg funding. Annenberg funded 67 Houston schools, 11 Aldine schools, 5 Alief schools, 3 Spring Branch schools, and 1 school in the Humble Independent School District.

Again, HISD is the center of this multi-district configuration granted Annenberg funding. The Houston Independent School District encompasses approximately 312 square miles, serves 210,000 students, and ranks as the largest school district in Texas and the seventh largest in the United States. Aldine Independent School District, located just 15 miles north of downtown Houston, serves approximately 50,000 students from diverse ethnic and socioeconomic backgrounds. Alief Independent School District, an urban community located southwest of Houston, includes 38 schools serving 41,000 ethnically diverse students. North Forest Independent School District, the smallest district to receive Annenberg funding, serves 13,579 students in 17 schools. In Humble Independent School District, also located north of Houston, 29 schools serve 23,000 students. Spring Branch Independent School District, west of Houston, serves 31,356 at 42 schools.[1]

Schools in Houston have changed greatly since construction of the first free public schools in 1877 and the establishment of the Houston Independent School District in 1924, as the demographics and needs of a diverse population have changed. Today, schools funded by Annenberg grants experience the effect of these changes. Educators from Harris County commonly report that the imperative to respond to the educational needs of a diverse student population shapes the reform efforts underway in schools. For example, studies indicate that a majority of the growing Hispanic and Asian residents in the greater Houston area were not born in the United States. Thus, many children enter school each fall after being in the U.S. for less than three months (Klineberg, 1996). Moreover, the shifts in demographics occur throughout the school year as students transfer into, within, and across school and district boundaries. These changes require schools to continually revise their academic programs and services to meet students' needs.

The Research and Evaluation Study

In 1998, Annenberg officials solicited proposals from Texas universities to conduct a three-year research and evaluation study of the reform initiative. The contract, subsequently awarded to The University of Texas at Austin in September 1999, outlined an in-depth study of the Houston Annenberg Challenge. The plan included using a collaborative research team from Rice University, the University of Houston, and The University of Texas, utilizing both quantitative and qualitative measures in the data collection.

The overarching purposes of the research and evaluation study include determining: how the funded schools put the reform initiative in place; what the schools have done as a result of the initiative; and what apparent impact the initiative has had upon schools and, most critically, upon students' academic performance. Specific goals of the research study were to:

1. Furnish formative feedback to Annenberg for modification of its plans and strategies.
2. Provide a summative account of Annenberg's impact on schools, districts, and other stakeholders.
3. Inform the public about accomplishments, needs, and challenges of public education in the greater Houston area.
4. Inform and guide education reform efforts in the region by sharing what has been learned from Houston Annenberg's experience.
5. Provide information on the best teaching practices.

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[1] Statistics are from the 2000–2001 school year.

The summative feedback to the Houston Annenberg Challenge is based upon the extent to which the initiative has addressed the goals set for the project. The research and evaluation study team evaluated the following three areas.

1. *Academic achievement:* How do Annenberg schools compare with other schools in the region on improving academic achievement?
2. *School development:* How are schools progressing on their development efforts? Specifically, how are schools doing in the areas of teacher learning? Are they reducing isolation and creating personalized environments for students? What kinds of changes have taken place? What structures have developed to support their professional work?
3. *Long-term impact:* How is Annenberg progressing on building the infrastructure to support school reform throughout the region? How will schools become models for systemic reform across districts?

To capture sufficient data assessing both the breadth and depth of the Houston Annenberg's reform work, the researchers proposed a multi-stage, multi-level, and multi-method research design. The evaluation design included two major strategies: a macroanalysis of all funded schools and a microanalysis of a subset of schools.

To assess the students' academic progress, we used a macroanalysis design that focused on student achievement data. These data include student achievement information on reading and mathematics tests from the Texas Education Agency and results from the Stanford 9 national test. The data come from criterion-referenced and standardized tests. Nonacademic data related to retention, dropout, attendance, academic engagement, and attitudes toward school were also collected through data files obtained by the State of Texas and through survey data from students, teachers, principals, parents, and district staff. We used five years of data to assess the students' academic progress in Beacon schools and five years of data to assess academic progress in Lamplighter schools.

To assess school-level change, we designed the microanalysis section of this study to include data from a subset of 12 case study schools. The assessment required an in-depth understanding of the change process and how Annenberg initiatives function to support school reform over time. These data provide specific information about the changes taking place at these schools as a consequence of the funding.

To assess the larger impact of Annenberg in the region, we followed specific case study schools as they participated in local, regional, and national activities. We also assessed the activities engaging Annenberg staff as they built programs to reach wider audiences. Finally, we used surveys to assess perceptions of school partners and stakeholders in the Houston community.

REGIONAL LEADERSHIP AND REFORM

Mechanisms of Reform

This section of the report focuses on the mechanisms used to implement reform across the six districts participating in this effort. We describe explicitly the role the Houston Annenberg Challenge played in institutionalizing change in school reform. Next, we describe three specific strategies that affected significantly the implementation of school reform. Finally, we summarize the report and provide summative statements about the effectiveness of these mechanisms in changing schools. First, we describe the role of the Houston Annenberg Challenge in developing a vision of school reform and the many roles it has played in building an infrastructure for reform.

The Role of the Intermediary Organization in School Reform

The National Annenberg Foundation required all the Challenge projects to create an independent local organization. This local intermediary organization convened a coalition of individuals with diverse civic interests who together made plans, raised matching funds, received funds, and carried out the reform. The coalition was required to include foundations, local corporations, reform activists, school leaders, and political leaders. The Houston Annenberg Challenge built its own board of directors based on this requirement.

Houston Annenberg's theory of change implied that reforming an entrenched system like public schools required an "outside organization." Annenberg believed "inside organizations," such as schools, districts, states, and universities, cannot easily or reliably change because they become mired in the status quo or simply do not possess the political clout to change. The unpredictable nature of school and district leadership, often influenced by political pressures, further complicates the school change process. Thus, the Houston Annenberg Challenge intermediary organization was designed to get access to local policymakers and exert leverage on existing systems where change is difficult to attain.

According to Cervone and McDonald (1999), organizations such as the Houston Annenberg Challenge play five distinct roles: champion of reform, program developer, educator, and management coach. These roles represent different ways of inspiring vision, focusing change, supporting change efforts, and pressing people to adopt new and innovative approaches to improve education for all children. Houston Annenberg functions in all these roles and continues to develop them. Given the changes in Annenberg's leadership and the available human resources, HAC performed remarkably well to achieve its goals. In this section of the report, we highlight the roles Annenberg leaders served over the past three years.

As Champion of Reform

The Houston Annenberg Challenge emerged as a champion of reform because of its particular beliefs about effective schooling. Annenberg leadership believed that teacher learning and community participation contribute to student learning. Furthermore, Annenberg valued collaboration, equity, and the central role of parents in educating all children.

The impact of the Houston Annenberg Challenge on the greater Houston area cannot be overemphasized. From the creation of an intermediary organization to serve as "agents of reform" (Cervone & McDonald, 1999) to the implementation of programmatic initiatives, Annenberg staff responded to different ideas about how to proceed with Annenberg Challenge work. The initial effort to get the reform underway included individuals from many groups. Business and philanthropic organizations, as well as educators and political leaders, participated actively in the Annenberg visioning process and subsequent reform efforts. The interest, participation, and investment of these four groups in the work of the Houston Annenberg Challenge made it truly a community-based model of collaboration.

In addition to the active participation of the business and philanthropic communities, faculty of several local universities, including Rice University, the University of Houston, and others, participated in this effort. University faculty served as Planning and Evaluation consultants in Beacon Schools and conducted special in-school "laboratories" that helped teachers focus on specific innovations in teaching writing and science. In addition to these program activities, faculty from local universities have participated in the research and evaluation study.

As Program Developer

Annenberg staff contributed to building programs that help teachers, administrators, and parents support the education reform at local schools. For example, Annenberg funded an annual institute; Annenberg recently conducted the 6th annual Reforming Schools Summer Institute (RSSI). The institute represents a sample of the indirect support provided to reforming schools. The institute helps build community capacity for education reform. Annenberg describes the RSSI as an opportunity "to bring together teachers, administrators, community members, and members of related educational institutions to share practices, ideas, concerns, and resources central to transforming schools into learner-centered, academically rich places of learning" (Houston Annenberg Challenge, 2000).

The RSSI also provided a forum for school team participation. The institute featured nationally recognized speakers, such as Michael Fullan from the Ontario Institute for Studies in Education, and local experts from Annenberg reforming schools. At these institutes school teams come together in workshops, round table sessions, and small groups. This format permits school teams to reflect on new knowledge and form closer working relationships.

As Educator

The Houston Annenberg Challenge played an important role in supporting learning opportunities within schools and across the greater Houston area. The Houston Annenberg Challenge, using its intermediary position, supported the development of an infrastructure for continuous professional development. Annenberg staff members convened individuals and groups for learning opportunities, chaired conferences to facilitate new types of collaboration, and provided new intellectual resources to support reform.

Annenberg staff members also provided technical assistance to individual teachers and administrators at Annenberg schools. The technical assistance included such activities as coaching on processes that facilitate the reform and providing information and support for such issues as budget and communications. Many of the teachers and administrators expressed satisfaction about Annenberg's role in their reform efforts.

Houston Annenberg also linked schools with higher education. Through these linkages schools received technical assistance in performance assessment, accountability tools, curriculum development, and teacher recruitment. By linking with higher education Annenberg provided a venue for policy briefings and discussion. Indeed, the summer institute remains one of the most successful and popular activities Annenberg provides to sustain the reform effort in the region. Scholars from all over the United States participate in these large seminars. Teachers, administrators, and others meet, discuss, and debate the topics of school reform. The institute also provided a forum for practitioners to present problems, to work in small groups, and to identify or create solutions to address problems encountered in implementing reform efforts.

As Reform Advocate

The Houston Annenberg Challenge supported reform in the political arena. They promoted policy changes and shaped the broader education policy discourse. Various political constituents, such as superintendents, mayors, state departments, governors and legislators, local political interest groups, business and civic leaders, parent groups, and community activists often maintain different ideas about school reform. Annenberg mediated among these players, influenced their direction, and served as a conduit and buffer between external stakeholders and the schools. Unlike schools, Annenberg is not publicly funded and therefore is not subject to direct political authority.

In the last three years, the Houston Annenberg Challenge worked with some of the city's most respected organizations to promote school reform. For instance, they have worked with the American Leadership Forum to create leadership teams that can be replicated throughout the greater Houston area. Annenberg also has created partnerships with several other groups to improve public schools. The following represent some Annenberg partners:

- The Metropolitan Organization
- Texas Business and Education Coalition
- Greater Houston Partnership
- Texas Principal Initiative
- Harris County Department of Education
- Communities in Schools
- America's Promise
- The Children's Museum
- Museum of Fine Arts
- Project GRAD
- Texas Scholars Program

Project GRAD, another local school reform initiative, agreed to blend its effort in professional development with that of Annenberg at selected schools. In the Texas Scholar Program, the collaborating partners recruited speakers to present an advanced curriculum to middle school children.

Building collaborative relationships in the community was the hallmark of the Houston Annenberg Challenge. The same notion has been transported by HAC to the funded schools. They engineered "constructive partnerships" to make sure school reform was related to the overall mission and goals of the Houston Annenberg Challenge. In the next section, we provide descriptions of such constructive partnerships.

Constructive Partnerships

Reform depends ultimately on creative management. In this context, creative management develops and communicates a vision for school reform. This vision inspires, mobilizes, and encourages people to take risks. However, vision is not enough for school reform. Vision must translate into plans of action, measurable goals, and strategies to educate people engaged in the reform work. Thus, reform organizers created several mechanisms for constructive partnerships between school insiders and outside researchers. A constructive partnership is a type of formative research and evaluation conducted between an initiative's insiders and outsiders invited to explore the inside of the initiative (Argyris & Schön, 1992; Schön, 1983, 1987). These partnerships developed first as a mechanism for keeping track of the implementation of the reform. Later they became a force that pushed the reform forward. In this section we describe three of the most influential mechanisms in school reform.

Planning and Evaluation (P & E) consultants.

During the early days of the initiative implementation, organizers decided to require each of the 11 Beacon schools to use part of their Annenberg funding to contract with university- or community-based researchers. These researchers, hired as Planning and Evaluation consultants, quickly became known within the reform as P & Es.

Because each consultant perceived the role differently, the consultants' service to funded schools varied considerably. In this section, we highlight examples from the work of three consultants. These individuals, according to many sources, contributed positively to their schools' reform work during the five-year initiative.

Some participants believe the idea was borrowed from the Chicago Annenberg Challenge project. The Chicago project used the concept of external partners as a framework for a potentially broad set of relationships between schools and community organizations. According to the Chicago plan, possible partner functions included the following:

1. Helping schools develop curriculum, instruction, and assessment techniques;
2. Providing and structuring professional development opportunities;
3. Providing and facilitating leadership development opportunities for local school councils, parents, and community members;
4. Brokering other outside resources;
5. Providing coalition or networking support;
6. Organizing community involvement; and
7. Advocating on behalf of the schools (Newmann & Sconzert, 2000).

All participants interviewed agreed that implementation of the P & E consultant process was an unstructured, although not chaotic, course of action. Initially, the 11 Beacon schools met monthly for half-day organizational and content meetings. The principal, the school's Annenberg grant coordinator, and the P & E usually attended together.

Different visions surfaced immediately. Some of the initiative planners advocated for a more traditional, structured approach to implementation, documentation, and evaluation of the reform process. Practitioners from the funded Beacon schools resisted this approach as excessively top-down, and formed a coalition to lobby for a school-based approach. Beacon school practitioners argued that their schools had been chosen because they were already engaged in innovative reform strategies; therefore they were capable of figuring out the best way to capture the new Annenberg-funded work. The process, they thought, was formative; they would invent new strategies as they went along.

As the P & E consultants began working with the funded schools, they put into practice the idea of creating a constructive partnership with administrators and teachers. Schön and McDonald (1998) explained how a constructive partnership differs from traditional evaluation:

> *If the insiders are an initiative's architects and actors and the outsiders its evaluators, then the constructive partnership implies an evaluation methodology quite unlike the common variety, in which evaluators work in a relatively "hands-off" way and seek to objectify causal connections between program interventions and their outcomes....It does not seek to hold "treatments" stable but to subject them to continuous reflection. And its boundaries are the boundaries of the action situation it studies, leaving open the relationship between what it may discover in the situation and what might be discovered in others. Illuminating this relationship requires additional inquiry and reflection, or what we call reflective transfer (Argyris & Schön, 1996).* (Schön & McDonald, 1998)

Shortly after the initiative formally began in the spring of 1998, the first Reforming Schools Summer Institute (RSSI) introduced to administrators, teachers, and the P & Es the *theory of action* concept. Helping practitioners within reform schools create a theory of action and guiding them to reflect continuously about their work became a primary mission of the P & Es. Schön and McDonald (1998, p. 13) defined theory of action as an analytic tool used in evaluation "to help practitioners (including designers and implementers of reform) reflect upon and make explicit the knowledge that shapes what they do; in other words, it is a tool that helps them inquire into and learn from their own practice." Reform implementers always construct a theory of action; they can never borrow one from another setting because it must be based upon each individual school context. A theory of action has three phases: what reformers say they would like to do, what plans they design to help them achieve the goals they have set, and what actions they actually take. Schön and McDonald described these three phases or facets of the concept as *espoused theory*, *design theory*, and *theory in use*. Ideally, reform implementers demonstrate coherence among the three dimensions, but, realistically, reform work ranges along a continuum from little coherence to a great deal.

The theory of action approach became the framework around which the funded schools created action plans for the reform. It was used as a way to document the work of the initial years' funding, generally in evaluation documents that the P & E consultants wrote for their schools at the end of the first and second funding years.

The P & E consultants created unique constructive partnerships with their school partners depending upon their skills and strengths. One of the three consultants was particularly interested in teacher knowledge and school context and was well grounded in the use of qualitative methodology. The other two, trained in educational psychology and statistics, drew on their more traditional measurement and evaluation backgrounds. However, all three shared a willingness to work without a superimposed evaluation structure, preferring instead to design with their school partners a localized process based on the school context. All seemed comfortable launching off on a path of exploration with their schools without any preconceived notions about what lay ahead.

All three P & Es believed strongly that part of their role was to connect their school partners to relevant academic literature. The consultants believed that by helping practitioners to reflect upon their own tacit knowledge while connecting them with current literature, they could facilitate conversations that would help the practitioners move their schools forward. Many P & Es also became deeply involved in a second reform mechanism: accountability and peer review.

Accountability and peer review. A second important mechanism of the Houston reform is the accountability and peer review process. Although initiative planners believed strongly that accountability strategies were essential, they disagreed on how such strategies should be designed and implemented. Some planners favored creating a traditional, structured evaluation system for the funded schools to follow. Others advocated for school-level autonomy, allowing practitioners at each funded school to create independent evaluation strategies. Principals at the initial 11 funded schools—the Beacon schools—objected strongly to the idea of being given a template. These principals, who characterized themselves as having very strong personalities, argued, "We were chosen to be these top (Beacon) schools because we have some great ideas of what we want to do and how we want to do it.... We are more than just a collection of standards."

Out of these lively discussions came the idea of each school telling its own story (Craig, 1997, 1999). For several schools, telling their own story meant developing school portfolios. For administrators at one elementary school, an Educational Toolkit became both the reform strategy and the evaluation mechanism. The founders of an experimental high school used their ideas about authentic assessment to design strategies for tracking the reform progress. Faculty from each school, working with their P & Es, ultimately created evaluation models that took into account each distinctive school context.

In 1998, to help the newly funded schools implement accountability measures, the fledgling Houston Annenberg Challenge created a reporting document, the School Accountability Report (SAR). One staff member recalls the development of the first SAR:

> *That very first year we decided we needed a more definitive rubric for the schools to use. Because if we were asking them to change their performance, we had to have some way to measure the change. This rubric began to form*

> *the basis for what we were looking for in the schools. The report (SAR) has three elements that we ask the schools to demonstrate: partnerships, leadership, and sustainability. These three elements also incorporate the three imperatives of improving teacher learning, reducing size, and reducing isolation.*

Thus, the reporting format asks schools to detail their progress on each of the three imperatives through partnerships, leadership, and efforts toward sustainability of change. In addition to describing specific actions and outcomes, each school rates its activities on a continuum of the reform process, from "beginning" through "emerging" and "systematic" to "sustaining."

To introduce the SAR format and the concept of theory of action, the intermediary organization sponsored a training event, the Reforming Schools Summer Institute (RSSI). The annual RSSI and periodic Action Labs are mechanisms used by the intermediary staff to provide intensive training about reform to funded and nonfunded schools in the greater Houston area. For example, one Action Lab focused on the use of evidence in reform documentation. According to the objective for the training, "educators will acquire a deeper knowledge of monitoring educational outcomes by collecting, analyzing, and applying a variety of data to make strategic decisions to improve teaching and learning." Staff used documentation ideas from the Coalition of Essential Schools (e.g., common and uncommon measures) (Cushman, 1996). They also incorporated a *cycle of inquiry* approach to continuous improvement, adapting the approach taken by the Annenberg-supported Bay Area School Reform Collaborative.

Another strong component of the Houston Annenberg Challenge accountability system is the peer review process, which was linked closely with the SAR documentation. Peer review teams consisting of two teachers, one administrator, and one community person (e.g., a P & E consultant, parent, or business representative) brought people together across districts. The teams conducted daylong site visits using the school's SAR documentation as their guide. The visits were structured according to Critical Friends Group protocols, including warm and cool feedback. Team members could do walkabouts, interview faculty, and examine student work. A principal participating in the initiative's Principals Academy reflected on a site visit,

> *The opportunity to tour the school in a large group and also the opportunity to tour in a smaller group focusing on a particular question worked really well for me. As a result of this experience I will use this format in my Learning Community to gain vital information on how we can improve student engagement.*

Intermediary staff recalled that early site visits were informal, designed more for looking at model programs. Gradually, as the site visits became connected to the accountability system, the visits became more structured. However, participants stressed that the visits were always about learning and sharing information rather than monitoring compliance. As one staff member observed, "It's as if the peer review process was just a huge, giant P & E."

Case study researchers. A third mechanism of collaboration to emerge from the Houston Annenberg Challenge was close working relationships between case study researchers[2] and the practitioners at the case study schools. Like the P & E relationships, these relationships varied according to the individual. We spotlight two case study researcher–practitioner relationships in this section: one in a middle school and one in an elementary school.

The middle school case study researcher joined the project in the second year of the study. She described her data-gathering role as "all about establishing relationships." Since she considered the principal's support crucial, she began by spending quite a bit of time with the principal, "getting to know each other." This researcher believed that establishing trust was essential to gaining access to the classroom teachers. As a former middle school science teacher herself, the researcher bonded immediately with the principal. Always on the lookout for good teachers, the principal even offered the researcher a teaching job "on the spot."

The graduate student assisting this case researcher expressed concern at the onset about proceeding without a structured research plan including interview and observation protocols. Believing in the formative nature of the process, the lead researcher recalled, "She was worried and asked me, 'What are we going to do?' I was comfortable in replying, 'I don't know. Let's just go talk with the principal and see what develops.'"

Shortly after beginning her work at the school, this researcher was invited to give a keynote presentation at a district-sponsored conference on implementing project-based learning. Many teachers from the middle school attended the conference. The researcher reported that after the presentation the teachers' perception of her changed "from one of them [an outsider from the university] to one of us [an insider, a teacher]." As the teachers became more comfortable with her, they were willing to open up and talk about reform implementation. She saw her role not only as data collector, but also as resource person. As she observed teachers in their classrooms and met with them individually, she shared relevant information about curriculum sources such as Web sites. Some teachers began to see her as a mentor. This researcher describes the case study relationship as ultimately "very personal." For the formative process to be effective, she believes, practitioners must trust the researcher's motives.

A member of another research team conducted his study at an elementary school ethnographically. For the second year of the study, he literally moved into the community where the school was located. A former early childhood teacher with a strong literacy background, he worked closely with the principal and teachers. He helped guide implementation of literacy-focused professional development, tutored in an after-school reading program, and substituted in classrooms.

This researcher was interested especially in studying teacher identity and teacher knowledge in the context of school-based reform. He believed that establishing a trusting relationship was key to understanding bigger issues of how localized school-based reform strategies interact with systemic reform strategies such as state and district accountability measures. In this collaborative relationship, the researcher became a quasi-member of the faculty.

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[2] University-based researchers were asked to conduct case studies in 12 funded schools. These schools—elementary, middle, and high schools—included Beacon and Lamplighter schools. Generally, teams of one university faculty person and one graduate student carried out the case studies.

In summary, these mechanisms provided the infrastructure that helped school reform take root in the schools. The work facilitated by P & Es, case researchers, and others involved in the accountability process helped create some unexpected outcomes. These outcomes provide evidence that the mechanisms of reform proved to be effective tools in school reform and in building an infrastructure for further school-level change.

Unanticipated Outcomes

Portfolio Group: Writing Outside the Lines

One P & E was asked by five Beacon schools to serve as their consultant. Initially shocked at the idea, this P & E decided she would consider it only if the schools' representatives agreed to work together as a group. The practitioners—a collection of principals and teachers—agreed. The group coalesced around their shared conviction that they had the ability, at the school level, to create effective methods for documenting and evaluating their work. This collaborative group of Beacon practitioners came up with the idea of school portfolios.

Initially, these school portfolios resembled coffee table scrapbooks. One or two people at each school typically constructed the first portfolios out of artifacts and photographs from school events, achievements, and occasionally student work. The practitioners saw these early portfolios as devices to justify their Annenberg funding and to enhance other grant applications.

Over the five years of their work, however, teachers from the five Beacon schools [3] have watched their process and product change. Gradually, their portfolios began to capture more of the complexity of school change. The portfolios captured increasingly teacher reflections, student growth, and individual voices. Teachers said, "As our buildings are being reconstructed, so are we." More and more faculty became involved in the process of building the annual portfolio, and in the process, the documents moved from artifacts to voices. The portfolio group summarized their collective insights about the value and validity of the process in which they had been involved at a symposium presentation at the annual meeting of the American Educational Research Association in New Orleans in April 2002.

Some teachers were involved with the portfolio group from the outset. Others joined as the process unfolded. Still others moved in and out of the process. One member of the last group described his intermittent participation as an expression of frustration. A middle school language arts teacher, he had initially resisted the idea of journal writing as too structured. Working with one student, he had an insight that "you don't have to write on the lines." His student had a habit of submitting assignments on scraps of paper, fast food bags, or napkins. Despite the unorthodox materials, this teacher recognized growth in his student's writing as the boy moved from "entries full of anger with very little elaboration" to "descriptive, well-organized essays." As this teacher began to understand the power of individual style, he also began to relax in his own writing. Gradually, his own journal entries "outside the lines" revealed increasing understanding of his students and the effects of his pedagogy on his students' work.

Based on his journal I allowed him to sit by

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[3] An additional school eventually joined the first five schools in the portfolio group. This school, an Annenberg-funded middle school, is a member of the Lamplighter school network. Teachers at this middle school recognized the value in the portfolio process and asked to join the group. Although funded at a different level and therefore in a different phase of reform, this school was welcomed by the other five into the portfolio group and has presented publicly with them about their work on numerous occasions.

> *himself and write independently if he chose. I think he feels safe that way. He is always first to class, and I have tried to speak to him and encourage him daily. He really seems to focus and take constructive criticism well now. (And I have to do less and less encouraging and more and more discussion of his increasing strengths as a writer.)*

This teacher described the school portfolio and his journal as dance partners in the writing process. As a member of the school portfolio team, he agreed to keep a reflective journal. This journal became part of his personal teacher portfolio. Portfolio team members kept journals in a variety of styles and forms. Most faculty used their portfolio experience to guide students into journal writing and student portfolios. Ultimately, all these forms of portfolios found their way back into the school portfolio. This teacher experienced this portfolio process as an important guide for developing writers; even he, already an accomplished writer, continued to improve.

The teacher team concluded that portfolio development created value for individual teachers, groups of teachers, and the entire school. Individual teachers benefited by developing a voice in the reform process, experiencing an increased capacity for reflection about teaching and learning, and passing their new knowledge along to their students by changing their pedagogical styles and their techniques for student assessment and evaluation. Groups of teachers benefited by becoming aware of other teachers' practices, sharing their knowledge of individual students, and collectively creating new knowledge about their shared school context and reform. Finally, the entire school community benefited as fragmented agendas became more unified, student participation in school portfolio-making increased, and grant writing became easier.

Angelou[4] Toolkit: It's About the Children

In another P & E consultant–school collaboration, the university-based researcher worked primarily with the principal. This consultant already had a working relationship with the principal from an existing reading initiative. When the opportunity to serve as the school's Annenberg P & E occurred, she was a natural choice.

This consultant saw her role as helping the principal develop a systematic plan for the school. She recalled early conversations among initiative organizers and funded school representatives as sometimes heated debates about the purpose of the reform and the localized school-based evaluations. Some people believed the reform—and thus the measurement tools—should focus on student outcome data (e.g., scores on the TAAS, Stanford Achievement Test, or daily grades). Others argued that the evaluation should focus more on telling the story of how the reform was happening in the schools. This consultant began by trying to demystify the language of traditional research measurement and evaluation. Her priorities were to help her principal focus the reform and understand how to collect evidence of the work. From these efforts emerged a school plan dubbed the Angelou Educational Toolkit.

The toolkit began as a reflective, qualitative exercise. As this P & E recalled, "It was done as a qualitative study because we wanted collaboration and buy-in from everyone." Large pieces of paper, posted in the school cafeteria, listed probing questions across the top and grade levels down the side. The questions were designed to help participants think through what goals they envisioned for the school, what strategies (i.e., programs or activities) they wanted the school to take, and how they would measure progress toward improved outcomes for students and the school. Administrators, teachers, parents, and even some of the fourth and fifth graders responded to the questions by posting sticky notes in the appropriate boxes. After two weeks, the P & E removed the charts, typed the responses, and reposted the results. After another round of reactions and responses, the toolkit emerged.

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[4] All school names are pseudonyms.

The toolkit became the centerpiece of the school's Annenberg reform work. As a working plan, the Angelou Educational Toolkit matrix focused the school's reform work around six related strategies centered on literacy: a school-wide instructional focus on literacy; resident staff developers; literacy lab; writer's workshop; phonemic awareness, guided reading and literature circles; and parents as partners. It defined each strategy, identified key activities, cited evidence of work, and detailed measurement of progress. For example, the school-wide instructional focus on literacy was described as "vertical and horizontal teaming that allowed for discussion, planning, and implementation of literacy goals and objectives." The key activities to support this goal, encompassing the rest of the plan (e.g., resident staff developers or literacy lab), were intended to build a campus culture to support literacy development. Additional activities were also given, such as principal networking and training, vertical and horizontal teaming across the curriculum, and teachers becoming writers of all genres. Evidence of these activities would be dissemination of new research to staff on an ongoing basis, individualized reading with the goal of all students becoming independent readers at grade level and then moving to literature circles, and writers actively engaged in the writing process. Finally, progress would be measured by professional development documentation, yearly standardized testing, and non-standardized measures including Accelerated Reader and literacy lab assessments.

The school's plan succeeded as demonstrated by higher standardized test scores, including dramatic gains for previously low-achieving students and an extraordinary reduction in the number of children labeled "learning disabled"—from 80 to 9 in five years. As the consultant recalled:

> *We were always focused on the children. It's about the children. What do we need to do to help all of them? To meet each of them where they are? We all had this intense support of children. It's about children. It is not about self-aggrandizement.*

The P & E recalled how the toolkit matrix led to the idea of resident staff developers:

> *We knew we needed more than just literacy. We needed a resident staff developer, and so we conceived this notion of "just-in-time" staff development. [The principal] coined it. Because we knew we couldn't do the reform initiative if we waited for whichever day that in service was scheduled. And we couldn't always justify spending a whole day on whatever it was that the teachers might need. A particular teacher might need help in a*

> *content area right now; she might not need it in May when an in service day is available. So [the principal] used zero-based budgeting to design a way to have a staff developer in each of the content areas.*
>
> *These resident staff developers met with grade-level teams and content-area teams so that the training could be vertically and horizontally integrated. Sometimes they would meet daily or as needed. They helped to tie everything together and make everyone in the school responsible for outcomes for each and every student. It's everyone's responsibility. It's not just your responsibility because the child happens to be in your classroom right now.*

Authentic Assessment

A third P & E consultant worked with a newly formed experimental high school. Designed around the 10 common principles advocated by the Coalition of Essential Schools[5], this small high school focused on developing an environment of personalized learning, using an integrated curriculum, and incorporating service learning for all students. The school's founders created a philosophy for the school based on the idea of authentic assessment rather than traditional graded classes. The faculty initially found this innovative approach very exciting. However, by the second year, many administrators and teachers became overwhelmed as they began to understand the enormous scope of the task they had taken on.

This P & E said that she was "single-mindedly focused on the restructuring" at the high school. She was particularly interested in the espoused school goal of creating a professional community that would blur the lines between traditional teacher and student roles. The faculty selected five elements to characterize their vision of professional community: shared norms and values, collective focus on student learning, collaboration, deprivatized practice, and reflective dialogue. The P & E began by interviewing the 60 members of the faculty and staff, summarizing the results, and presenting the findings to them as a group. She saw her role as helping the faculty continue to think through the process of putting their vision into practice. She helped the faculty see how their theory of action was evolving, especially in terms of how professional community connected with authentic assessment or espoused theory. According to her interpretation, the design theory changed each year as new issues arose. The theory in use is best reflected, she said, by the yearly Campus Improvement Plan required by the district. She explained, "I think of theory in use as a way of saying, did this happen, what happened, what really happened, and how do those three things hang together?"

By the end of the second Annenberg-funded year, the founding principal retired and a new principal was named for this school. The P & E worked closely with the new principal for three years. She described one of her roles as a confidant or "gadfly" for the principal.

> *We meet once a month at least and have conversations wherein [the principal] tells me everything that's going on and what she's thinking. And then she asks me to tell her what I think about what she's thinking. I would say I'm her gadfly. Mostly, [she] and I have conversations about her efforts to sort through different ways of encouraging staff to*

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[5] The 10 Common Principles are: learning to use one's mind well, less is more and depth over coverage, goals apply to all students, personalization, student-as-worker and teacher-as-coach, demonstration of mastery, tone of decency and trust, commitment to the entire school, resources dedicated to teaching and learning, and democracy and equity. For more information, see the Coalition of Essential Schools Web site, www.essentialschools.org.

> *experiment in new ways. Sometimes we talk about how to make them accountable, how she can make them accountable without being overwhelming.*

By the time the second principal arrived a "disconnect" had occurred among the faculty between the philosophical vision for the school and actual practice. Given the extraordinarily complex task of creating such a school environment, this disconnect is not surprising. After analysis, the P & E consultant concluded that "clearly defined structures for professional dialogue and continual investigation and analysis" were in place, but the time was not being used productively. Despite the goal of building curriculum and designing instruction and assessment, faculty did not really seem to know what to do with the designated time. The principal decided to refocus the faculty and staff around the questions, "Who are we, and how good are we at who we are?" This notion proved an effective way to launch a collective inquiry process.

As a result of their inquiry, the faculty decided to use Annenberg funding to bring Fred Newmann as a consultant[6] to help them work through their dilemmas with implementing authentic curriculum and instruction. Newmann and his colleague Bruce King from the University of Wisconsin–Madison began three years of consulting by observing staff meetings. The principal remembered his feedback:

> *He and Bruce would sit in meeting, and they would listen. Even though they came to help us understand how to see the world through authentic intellectual work and rubrics, he didn't because we weren't ready. That fall they showed us disconnects between our goal of authentic instruction and our actual curriculum delivery. Remember our focus on "Who are we?" We believed we were about personalized learning and integrated curriculum. He helped us understand we were not integrating curriculum. Instead, our curriculum was multidisciplinary. Actually, our delivery was developmentally inappropriate because we had 9th through 12th combined. If we set the expectations too high—instructionally, curriculum and assessment—then the 11th and 12th graders could do it, but the 9th and 10th graders could not.*
>
> *Another example was our assessment. We had lots of rubrics, but he showed us our reliability was nonexistent because we never talked about the same rubric. Additionally, our rubrics tended not to tap into substantive, qualitative, authentic work. So what we're doing is in this process is deprivatizing; we're forcing people to talk about things that historically don't get talked about on a campus. We were asking people to come forward with lessons they had designed and student work, and we were scrutinizing it. We were actually talking about it. Fred helped us develop a common language and a common understanding about what we were doing and how we could improve.*

As Fred Newmann and Bruce King worked with the faculty, the P & E continued her conversations with the principal. The P & E recalled their discussions:

> *She's very wonderful to talk to. I mean she's just full of ideas. She's very open, very*

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[6] Fred Newmann is the leading expert on design and implementation of authentic instruction. For additional information, see Newmann, Secada, and Wehlage (1995) and Newmann and Wehlage (1991).

> *reflective. Fred—who's a very down-to-earth, accessible person—was stimulating conversations about instruction and learning that hadn't been there before. The principal was trying to rework her role as an administrator by engaging in real shared leadership. And she was concerned about how to encourage instructors to document their instructional practice in such a way that you can tell that changes are taking place. So a lot of our conversation was about that.*
>
> *For example, during one session I remember she was anxious about evaluating staff. So she talked with me about doing classroom observations. I would ask her questions like, "Is it your intent to have the staff person reflect on what he/she is doing? Is that your primary motive?" By the end of the conversation, she was seeing things in a broader way. She invited the staff person to come in and give her/his own reflection of the lesson.*

All three P & Es believed strongly in connecting the faculty with current literature. As this consultant explained:

> *I think my goal is to think from a theoretical perspective. I try to connect what she [the principal] is saying to literature. She's certainly widely read, but it may be that I have a different sort of theoretical take than she. I try very hard to read enough so that I can bring in something different. My sense is that enlarges the conversation so that she can go with her thoughts to a whole new venue. I think at the end of our conversations she understands better what she is thinking, which I think is probably the most valuable thing I do there.*

Summary

In summary, one of the goals of the Houston Annenberg Challenge was to build long-term infrastructure to promote school reform across the Houston metropolitan area. The Houston Annenberg Challenge has accomplished the goal. They created a new organization (Houston A+ Challenge) that will continue to pursue reform of public schools in the Houston metropolitan area. In fact, the new organization has already secured significant resources to continue educational reform in Houston. Their work has paved the way for future school reform in Houston.

In the last five years, the Houston Annenberg Challenge has played a significant role in achieving reform in Houston schools. HAC served as the conduit for bringing new ideas and resources to the school level without alienating the school district. HAC placed powerful mechanisms in schools to accomplish such reform. Teachers and administrators understood the importance of such mechanism to the success of school reform, thus making them an intricate part of the daily operation of schools. The question, however, is one of sustainability: To what extent will such infrastructures remain once Annenberg funds go away? Only time will tell. Yet, we have learned that such mechanisms need to be in place to achieve and sustain school reform. In the following section we speculate on potential policy issues that need to be considered at the district level and even at the state level to propel school reform for all Texas school children.

SCHOOL LEADERSHIP IN REFORM

Lessons Learned From the Field

Leadership is a subject that has long created interest among stakeholders and scholars. Leadership invokes images of powerful dynamic persons who direct schools, create followings, and shape the course of organizations. Yet leadership takes place within a specific context that ultimately shapes leader behavior in many ways. The leaders engaged in the Annenberg school reform project are no different than any other leader engaged in organizational change. The following section describes the roles and actions these individuals played to push the reform agenda forward on their respective campuses.

Interviews of selected administrators working with Annenberg offer important insights into how to discover potential leaders or develop leadership skills among administrators. It seems that a fundamental substratum common to all leaders is a democratic educational philosophy and the ultimate outcome of leadership skills is a unique type of resiliency. The components of this resiliency are as follows:

1. An encompassing democratic philosophy of education leading to intelligent planning of educational goals and accountability;
2. A clear understanding of the properties of adequate learning environments and their role in educational reform;
3. The ability to identify good teachers and to develop in them high levels of critical literacy;
4. A clear vision of what constitutes quality instruction and the means to obtain it;
5. Communication skills to articulate a vision and to persuade educational personnel and community members; and
6. Resourcefulness, determination, and the ability to learn, to use multiple identities, and to create support systems.

Resiliency is the overall result from, and dynamic balance of, all these listed principles and requirements. Resiliency is the single most important personal quality that characterizes educational leaders in the pursuit of their mission and the implementation of planned strategies towards reform goals.

What follows is a brief explanation of each requirement and an illustration of its presence in educational leaders interviewed. It is appropriate, however, to discuss in theory the concept of resiliency and its application to this model of educational leadership. Indeed, the components or requirements identified above are interactive with each other and at times prerequisites for the development of other skills, knowledge, and abilities.

Resiliency, as a concept based on our interviews and observations, is not a simple stoic resistance to hardship, the capacity to tolerate mental or physical pain, or the ability to endure sleep deprivation. Resiliency goes beyond unreasoned or unmotivated suffering of any kind. All resiliency cases contain a clear element of endurance to difficult circumstances, but this endurance is rational—it is motivated by and justified by ethical principles. In other words, resiliency is not a blind mental toughness or physical endurance; it is a part of a plan, potential sacrifice in order to obtain other compensating benefits. In brief, we define resiliency as a strategic approach to endure difficulties for the sake of realizing specific goals, in the service of a worthwhile cause. Resiliency can be manifested in different circumstances of life, and it can be of many different types: physical or mental; temporary or final; or expressed through action or through silence, patience, and analytical reflection. In the end, resiliency, as illustrated by the educational leaders interviewed, is a quality of the spirit, consciously developed and clearly expressed diachronically via the pursuit of long-term goals and behaviors. It is not a single unexpected outcome, but the result of a chain of events and requirements logically connected to a philosophy and a cause.

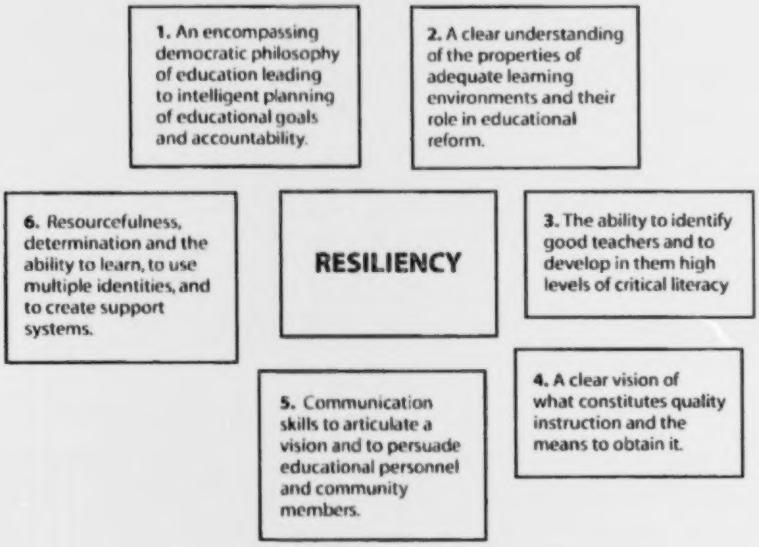
There is also a relationship between resiliency and self-identity. The most resilient individuals also demonstrate the ability to use multiple identities and to understand the strategic value of playing different roles, using different languages, controlling communicative skills in sending a message to different audiences, and manipulating information from different interpretive frameworks. Multiple identities are an expression of different cultural affiliations and represent social and cultural capital acquired through living experiences. Resiliency, therefore, is expressed in cross-cultural settings, in multiple vertical levels of administrative power, and in interactions that require a profound understanding of multiple systems of communication. In the process of complex communication with different audiences leaders use their social and cultural capitals—their various cultural, linguistic, ethnic, economic and social identities. In the process of complex communication leaders also reaffirm their unique qualities and strategic roles across ethnic groups and social classes. First, we will explain and illustrate the components of this resiliency model (see Figure 2). This presentation will be "in their own words," clearly grounded in the testimonies of the Annenberg administrators we interviewed and in our own observations. Second, we will discuss the intimate relationships between components, the interrelationships between the various factors leading to resiliency.

Components of Resiliency

1. An encompassing democratic philosophy of education leading to intelligent planning of educational goals and accountability.

Dedicating one's own life to the education of children is justified by a philosophy of education. If educators believe that education and learning are the foundations of democratic society and that all children have the right and ability to receive an education, their jobs make sense and their efforts are meaningful. Unfortunately, some educators pay lip service to a democratic philosophy of education but deep down do not believe that minority children—children of color, poor, immigrant, culturally and linguistically different children—can learn. Some educators believe that minority children face insurmountable learning difficulties rooted in their culture, and consequently these educators cannot teach effectively these children (Valencia & Suzuki, 2001). When a principal or superintendent faces a group of teachers with such prejudice, one of the first and most serious challenges he or she faces is how to change this exclusive and racist philosophy of education into a democratic philosophy based on demonstrated success of schools

Figure 2: Educational leadership and resiliency components


1. An encompassing democratic philosophy of education leading to intelligent planning of educational goals and accountability.
2. A clear understanding of the properties of adequate learning environments and their role in educational reform.
6. Resourcefulness, determination and the ability to learn, to use multiple identities, and to create support systems.
RESILIENCY
3. The ability to identify good teachers and to develop in them high levels of critical literacy
4. A clear vision of what constitutes quality instruction and the means to obtain it.
5. Communication skills to articulate a vision and to persuade educational personnel and community members.

with all children, including those from neglected groups.

The powerful combination of an inclusive philosophy of education based on the belief that all children can learn if taught in the appropriate way in suitable learning environments, with the capacity to plan intelligently, with specific goals in mind, within a system of accountability is the first and most fundamental basis of educational leadership and resiliency. The interviews with Annenberg administrators are eloquent testimonies of their awareness that this first component is most important in their lives. As soon as they took their new administrative positions they realized that many teachers had the wrong philosophy:

> *[T]he whole atmosphere at this school was very punitive towards children. The behavior chart that they had went for an entire week and it'd be like Monday a.m./p.m., Tuesday a.m./p.m., up till Friday. If they got one mark during the week, it was a 95. Two marks, a 90. Three marks, an 85. It wasn't like a fresh start every day. And their whole philosophy about children was just so not what those children needed. Very punitive, very catching them being bad instead of catching them being good. They weren't allowed to speak in the lunchroom. Well, they weren't allowed to speak for the first 20 minutes, and for the last 5 to 10 minutes. The teachers would have a little pad taking down their names if they spoke and then they marked their chart when they went back to the room. No talking in the halls. And they didn't feel like every student can learn, that it was [the teachers'] responsibility that all the kids would learn.*
>
> *When I introduced that concept, widespread throughout the school, they interpreted it that*

> *"the principal wants us to lower our standards." They interpreted that every child can learn if we lowered the standards. Every child can learn the content—because what I would do [as teacher]. See, the report cards, if one teacher had 25 kids and 13 of them were getting a D, we need to do something to teach them more effectively. Well, what they said was, "So you just want me to give them a C?" "You just want me to give them a B?" My response: "No, I want us to teach in a way that children will learn." Their reply: "Well, have you seen the IQs?" Just all the excuses, all the obstacles.*

To organize goals these administrators needed to determine priorities and engage teachers in a profound reflection on what high school education is all about, and what they expected of graduating high school students. Here is a reflection by one of the principals:

> *The Secretary of Commerce Necessary Skills Report was really one of those epiphanies, "Oh my God, this is what we need to do to prepare our kids to be successful." What we're doing is really preparing our kids to be successful in college. And, yes, college is important... but only about 25% of high school graduates nationwide...go to college.... Yes, we wanted all of our kids to go to college... but we also wanted to make sure that they had other, what we called outcomes... such as honesty and a good work ethic and pride in their work and ability to use all sorts of things, to get along with other people, to be honest, and to have a lifelong desire to learn. We also wanted them to be able to write persuasively, to read critically, to do computational math. We wanted to make sure that there were no doors closed to them so they could choose whatever avenue they wanted. So we had to look and we looked very hard. We also had to look at how we were organized.*

To conceptualize change and plan strategic steps toward educational goals, educational leaders must take into consideration demographic changes and the specific requirements for a strong curriculum, a vision of the curriculum. One of the principals stated:

> *You have to change your teaching when you change demographically. You just can't be up there lecturing all the time. Not "chalk talk." Kids have got to be involved. And also how you're designed to meet the needs of the kids. So we did a couple of things. I want you to understand this did not all happen overnight. We looked at cooperative learning. We looked at what we were teaching, why we were teaching, why we were teaching it this way? And so we tried to align. We wanted to know why we just read Macbeth and not any Latin or any African novels. So in our reading we became a lot more culturally aware of the experiences that kids brought to school.*

A change in demographics is a profound change in cultures, languages, and modes of thinking and learning. A vision of the curriculum must be contextualized in the specific cultural and linguistic setting of a school. The most effective way of learning in a school with White students may not be as effective in a school with minority students or non-native English speakers. However, the need for specific planning in the curriculum is present in the minds of educational leaders:

> *What's a vision for math? What's a vision for language arts? As we became more sophisticated instead of just having this little vision. A vision for language arts, for each of the four content areas. And also for technology. And so they would take that, then, and say, okay, in our math program, if we had a vision for the type of math program we would want in our building, then the resources and materials and professional development that we have can be geared towards reaching our vision.*

In the Houston area the change in demographics brought an extraordinary diversity of languages and cultures. Consequently, the new principals and superintendents had to do intelligent planning that would include new children with unique needs and a unique cultural capital.

> *That first year that I came to Nixon, they decided to make Nixon the bilingual campus and so they gave us 200-some bilingual children. The parents were just not pleased that those children were coming to our school and that they were using our classrooms because they were being bused in from all over the district... And so it started this big white exodus. They never wanted to accept the fact that the first year that I had so many new staff members the TAAS scores came up. We did better than we did the year before with the experienced teachers.*

This "White exodus" was a temporary reaction. By improving the quality of instruction and the curriculum, the school would not only improve its performance in the TAAS tests and its credibility, but would become enriched by the new population. But the principal soon realized that he could not improve the quality of instruction without investing in the professional development of teachers.

> *It's not fair to ask teachers to change without giving them time to learn what it is needed. We needed a leadership team that would promote professional development and we needed a shared-vision of school. We had a transformational leadership symposium. I had gone to a conference in San Antonio that talked about different types of training, which included study groups, peer coaching, and modeling training. So we asked for and received an alternative schedule. And just start a little bit later, then if we had every morning from 7:30 to 8:10, then we can do staff development that has more follow-up.*

When a democratic, inclusive philosophy of education is combined with intelligent planning—planning that includes clear measures of accountability, specific steps towards academic goals and tangible outcomes—then it is essential to invest in teachers.

> *I wrote out a letter, sent it home, explained what we were doing. We were going to take 5 minutes off of language arts, math, science, and social studies. And so the day would actually start 20 minutes later and we were going to capture time that the teachers were supposed to be there earlier in the morning anyway and then take 15 minutes off of their*

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> *clean-up time at the end of the day and put it on the morning so that we would have 40 minutes of professional development every morning. And we would be accountable to them; we put our chart in front showing them what it was we would be doing, what we would be involved.*

Creative administrators always find ways to provide opportunities to teachers so they can become learners, readers, and active participants in their own professional development. The central problem is how to motivate teachers and how to organize the activities. In the end, teachers must own and control their own development.

> *From my perspective, this is what has changed this school community. The ownership the teachers have taken, the learning I have engaged in over four years with the Annenberg, or five years, from a model that was very isolated.*

Principals often found that teachers were not very interested in their own professional development, and it took administrators a while to realize the reasons for this problem.

> *What I found—one of my biggest obstacles was, and I didn't realize it at first, that teachers weren't readers. They didn't know, they didn't subscribe to any education journals... They had a couple in the library, but they never checked them out and actually read them. What they would do is they would look in them for activities. You know, chocolate or the bear unit... some cute little activity instead of a learning objective.*

A good philosophy of education and intelligent planning is not sufficient. Educational leaders must also internalize solid knowledge of the properties that characterize sound learning environments and their role in educational reform. The second component of leaders' resiliency deals with this matter.

2. A clear understanding of the properties of adequate learning environments and their role in educational reform.

This component brings educational leaders to the concrete world of day-to-day instruction and the necessity to understand the pedagogical principles of effective instruction. How do you identify quality instruction? How do you distinguish good schools from poor schools? Is testing sufficient? The following testimony addresses this problem:

> *Perfect little elementary school... There were three schools that got that recognition. So the picture looked really good as presented to the public and to us. [W]hat I found was that in the fifth grade one out of four students had been retained... I went through and I pulled every card, took them all home with me, looked through, I took home their folders to look through, and most of the kids had been [at this school] all five years. [T]he year before I came, it was...54% White, and then a scattering of Asian and Hispanic and Black. Middle-class homes. Stable school environments... There were only about 850 kids in the school, and it had the highest special education enrollment in the district. [T]he year before I came, they had about 15% on the free lunch program. And when I looked at the test scores, a large percentage of the children had*

> *been exempted because of special ed. or ESL... By the time you count the number of children who were overage taking the test and the number of children that were exempt from the test, it's no wonder their scores were so high.*

It took an experienced and persistent principal to get at the bottom of instructional quality. Testing is often a political instrument that is manipulated skillfully by principals. Measures of high achievement that exclude children because they are recent comers, new immigrants, speakers of other languages, or because they have special needs, can indeed make a school look good, but they are false indications of quality instruction. A sound philosophy of education cannot be ignored for political reasons, and it takes a strong leader to discover the flaws and limitations of even the most recognized schools.

What educational leaders have in mind when they speak of quality instruction is based on a democratic, pluralistic, and encompassing philosophy. In fact, these leaders recognize the value of multiple cultures to prepare all children for future challenges. Educational leaders selected by Annenberg are exemplary in their imagination regarding inclusion and the resulting quality of instruction.

> *The model is very much student centered. The teachers must have a strong teacher professional development. You had learning communities, but you had teachers as continuous learners. That's what motivates them, engages them. Yes, when they're continuously learning, they have opportunities to try new things.*

> *We designed what we called global studies. The kids need to know probably six languages, six cultures. We, back then, taught Arabic, Hindu/Indian, Chinese. Who are we going to trade with and what would be good for the kids?... So they took out 6 weeks; the teacher taught, each 6 weeks, one language and culture. And it was fascinating. So the teachers are learning and...they're doing it in nontraditional ways. The classroom would be for those 6 weeks totally set up like in China. And they would teach the kids in the same format as the Chinese kids; so they're experiencing what school is like for a child in China. The teacher would speak in Chinese to them. The kids loved it. We had all the gardens and they were always outside doing things. We went into the cultures.*

There are many examples of Annenberg leaders' creativity in improving classroom instruction. Without the wisdom to hire teachers who understand and represent diversity, it would not be possible to meet the needs of the current student population or to serve all students with a rich and solid curriculum. The quality of the teachers is essential to the quality of the curriculum. The curriculum must be strong, inherently cohesive, and based on current knowledge. Most of all, the curriculum should reflect the knowledge and experiences that students bring to school, and it should be adapted to their educational needs. Naturally, teachers have the ultimate responsibility for making the curriculum relevant and appropriate. The following resiliency component discusses teacher selection.

3. The ability to identify good teachers and to develop in them high levels of literacy.

Literacy skills are essential to teachers, and critical literacy skills characterize the best teachers. Beyond the ability to read and to organize logically the knowledge obtained from reading, critical literacy brings into perspective the larger picture, the historical and cultural contexts of the reading materials. Critical literacy helps select the most appropriate materials for preparing learners to take an active role in their own education. The works of Freire, Luis Moll and other critical theorists have impacted teacher education and the selection of educational leaders. Excellent teachers differ from good teachers precisely in the level of critical literacy. Look for example at the following description given by an Annenberg administrator of a local school:

> *There were some teachers who were exceptional from day one... I'm thinking of one in particular who works for Annenberg right now. But he was right next door to a 20-year experienced teacher. And by about 2 months after he started, she started going to him for help. I hired several exceptional teachers that year. And then tried to give them the supportive environment so that they would want to continue being exceptional and so they'd have the support system. He was teaching math and science. He had all the manipulatives out and available. He had centers set up with clear examples and explanations of how to do them. As the year went on, he would introduce one center at a time... But it was just a really warm—and he and a couple of the teachers that had just met because they were all new, they went down to Wal-Mart and bought some of those big pillows and made a comfy reading library area in their classroom. So he had microscopes out and math manipulatives and this cozy-comfy library section... He had display areas where he was going to put the student work that was more within the eye range of the kids. He had them grouped, like four desks grouped together so that day one, instead of starting out with rows, he was ready to do collaborative learning at the desks—or in the groups. And he had an area set aside for small-group instruction where he'd sit on the floor with the kids and have them circle around him so he could check each child.*

It did not take long for this principal to discover the quality of this new teacher, who became the informal consultant and supporter of older teachers. Reading was very important for this teacher, and the feeling that reading activities were fun in the "cozy-comfy library section" created for the children. But investing in teachers requires wisdom, experience, and good planning. According to an Annenberg principal experienced in helping teachers,

> *I had just been in an environment whose business was developing teachers. And we were developing the very same thing in kindergarten, first-, and second-grade teachers in teaching children how to read. So we were teaching the teachers how to take student performance and design instruction, how to take what students could do and get them to the next level.*

This administrator soon realized that the primary task was to transform teachers, to give them respect and confidence, and to work very closely with them until they had complete trust in their principal. Successful interaction requires a deep knowledge of the life of the teachers, their concerns, pressures, and dreams.

Furthermore, teachers need support systems and to rely on their peers. Consequently, planning teacher activities requires a collaborative mentality and a personal appreciation for individual talents.

> *What was very, very critical is that I had to show them how valuable they were as individuals, but also how valuable they were to each other and how we had to all learn together, which would then develop us. So it's that whole idea of collective inquiry...: And it was then that they were able to come together as a group. And say to themselves collectively, we are personalized learning, we are integrated curriculum, and we are service learning. So that became something that we could actually all agree about... I think we'd had two staff development days and we did some things. And then we'd had one in January. And in my mind, they were all building. And then we did this one in February, which in my mind built on all of these. We were always doing reflections.*

Teachers are also very practical and want to understand the logistics and potential benefits of their training. Problems arise when teachers miss the big picture and are concerned with immediate results rather than with long-term investment of time in learning. Critical analysis of educational problems requires profound reflection and substantive knowledge. How does a leader help teachers to think critically? The previous administrator noticed the problem:

> *There was this conceptual understanding that we would write curriculum and we would debrief and we would do faculty meeting, administrative kinds of things, but there was no goal, there was no focus, there was no purpose. And that's why we were all over the place. And that's why, by the time 5 months had gone by, we'd forgotten what we had done at the beginning of the year... We had systemically not resolved anything. I showed that collectively we had over 97 hours of staff development, of learning opportunities in the area of planning, organization, collective inquiry, etc. Instead of it being meetings, it became a learning opportunity to understand how to analyze data.*

Often administrators see experienced teachers as a problem because they are more resistant to new knowledge and to learning critical thinking skills. As one of the administrators noted, "And so we hired mainly first-year teachers. Had to spend an enormous amount of time working on some professional development opportunities." Yet in the long-term effort to create a vision of what constitutes quality instruction and how teachers become excellent instructors, working with younger and more flexible teachers seems to be an acceptable solution. Equity and fair treatment of older teachers must also be taken into consideration. The next component deals with a vision of quality instructional processes.

4. A clear vision of what constitutes quality instruction and the means to obtain it.

It is important to know what does not constitute good instruction. Educational leaders soon learn how to read the children in the classroom and to interpret their response to the various instructors. For instance, children may be bored and restless, or hostile to specific instructors but cooperative and enthusiastic with others. An experienced principal stated,

> *We don't want to do drill-and-kill, we want to have a curriculum that's very rich and broad, and we want to always have a balance between the Stanford scores and the TAAS scores. Because you can do well on TAAS and not on Stanford. It's rare that you don't do well on TAAS when you do well on Stanford. Stanford requires a very broad scaffold approach to teaching that's highly integrated... [I]t takes a very, very broad, overarching curriculum to hit SAT-9 at a high level, and a well-taught curriculum to hit it. [W]e wanted to build a warm environment where kids could walk into that school and you felt that it was alive and that there was curiosity and creativity about learning.*

When children are eager to learn and anxious to come to school, that is a good sign. The principal discussed one of the best classes:

> *The kids wanted to be there. The kids never wanted to go home. We had this wonderful environment and it was making the other schools and everybody angry that we were happy and having fun with the lowest performing and the biggest behavior problems in the district. We gave them opportunities. We took them to see the council. I took them down to present the mayor—the mayor was doing this, selling water to the city and it was very controversial.*

There is an intangible but pervasive love of learning that comes across in classrooms with high-quality instruction. Not just the children, but the principal and visitors all love to be there and have fun.

> *It was great fun; I just loved being there. There was not a day where there wasn't a teacher who made magic for kids. You could walk down the hall and you'd go, "I can't believe I just saw that!" There were just unbelievable things that happened every day. You may have seen it on one day of [video]taping or two days of taping, but it was like that every day. And you'd go into that school and there wasn't a day that a parent didn't stop and say, "I just have to tell you, you have the best teachers in the whole entire world." Or you'd get a letter from somebody saying, "We've moved and you need to know that the fifth-grade team was the best team you could ever imagine."*
>
> *I love new things. That's why I love my new job. It's just like the great adventure every day. And I approach school that way, and the teachers then began to approach school that way.*

Many times Annenberg principals and administrators recall the "bad" old days, when things were difficult and boring, when children's needs were neglected and teachers were uncaring or neglectful:

> *And it was very traditional teaching... Most*

> *classrooms had checked out... two basals, one that you would do August to January and then another one from January till May. And in the middle of the basals were the comprehension questions that the teachers had already made up and used from year to year... And they weren't comprehension. They were very workbook driven...[t]here were some uses of math manipulatives. Some of the concepts weren't being taught correctly, but the math program wasn't in as bad a shape. And I thought this staff thinks that they're wonderful because they've gotten this recognition from Austin. They're known in the district as being an exceptional school.*

Sometimes ineffective teachers are not aware that their teaching is of low quality. They may rationalize mediocrity and justify their lack of concern for some children, often those who are linguistically and culturally different. The result is that these teachers adopt policies of exclusion and try to save themselves the trouble of teaching some students:

> *[T]hey retained almost all of their first-grade ESL children because that would give them a second year in first grade so that they could learn how to read. They only had the ESL children—they would take the ESL children from across the grade level. They would put them in different people's homerooms, but as soon as they took attendance, they would regroup them and then they would stay with the same teacher all day. And then—and I found that out because when I went through the homeroom list, it looked fine. And then I would get letters from parents saying I don't want my child in this teacher's class.*

Naturally, low-quality teaching, exclusionary practices, and the neglect of ESL children did not occur without the support of previous administrators. In fact, it seems that those administrators manipulated the system by taking attendance and then regrouping children to isolate or neglect them and teach them with less effort. The parents also felt manipulated and protested.

To communicate an inclusive, democratic philosophy of education, to persuade teachers, parents and students to become part of an intelligent plan of action that leads to improved instructional practices, a solid and clear conception of what constitutes adequate learning environments is not enough. The selection of good teachers can help, but they also need training and leadership. Therefore, in addition to the first three components and a clear vision of academic goals for quality instruction, educational leaders need another important attribute: they must be effective communicators. They must be able to articulate their vision clearly and persuasively to their superiors, teachers, and parents. They must also be able to carry on a dialogue to help maintain support and enthusiasm for educational reform. This is the next resiliency component.

5. Communication skills to articulate a vision and to persuade educational personnel and community members.

There are two dimensions to this component. One consists of the personal communicative skills of the educational leader, the ability to present written and oral arguments in favor of a particular course of action, a vision, or a perspective advocated by the leader. Another dimension consists of the ability to establish communication mechanisms for peers, teachers, other educational leaders, and community persons in order to establish a common vision and a course of action or solution to a common problem. The first dimension is a personal attribute based on personal experience, knowledge, language skills, and training. The latter speaks to the dynamics of personal interaction and the social awareness of the educational leader, his or her creativeness and resourcefulness, and most of all, the leader's understanding of the views held by other people. Here is the testimony of an educational leader working with Annenberg funds:

> *We were trying to get into these groups to be able to have these Critical Friends Groups (CFG)... Everybody was supposed to go and sign up with a Critical Friend coach... But there were only so many slots, of course. And once they were filled, they couldn't do it anymore... I had very upset people. They were emotionally distraught. I don't even remember how we muddled through it, but we did, we ended the meeting. People were not happy, people were emotional, they were crying. And then we went outside, people came up and told me they felt manipulated, they felt ostracized.*

One of the mechanisms taught to Annenberg educational leaders was the Critical Friends Groups. Unfortunately, the scarcity of opportunities to work with some of the preferred consultants resulted in an unexpected reaction of mistrust. The educational leader who wrote this testimony not only noticed the undesired outcomes from the early attempts to get the groups going, but took responsibility for changing the mechanism to make it functional and more suitable to the specific circumstances and participants:

> *The mistrust was just overwhelming. So that's when I made a decision. We had to deprivatize the whole system. We had to do major work to minimize the isolation, to increase the trust, because it was so pervasively elitist and created such distrust that it was killing us. You had these eight CFG coaches, who were highly trained on what everybody perceived were going to be the protocols of business. And, therefore, if they were the keepers of the protocols, then they by default were the keepers of the knowledge of the organization. They had had this highly specialized training... that was the thinking. I didn't even let this exist for 24 hours. The very next day I called a meeting again and I said, okay, this is what I saw, this is what I perceived, and this is how we're going to do business from now on. Everybody gets all of the information all of the time.*

The intervention of this Annenberg educational leader was extremely timely and showed a great deal of sensitivity. Moreover, it was an intervention that required personal communication skills to approach some of the unhappy participants and the organizers. This case shows the two dimensions of adequate communicative skills. Here is the last part of the testimony:

> *There seemed to be trust for me. And the mechanism by which they had these faculty meetings was the agenda on a public board in the lunchroom, but in categories. Is there something that we need to talk about planning,*

> *is there something we need to talk about staff development, children, announcements, whatever, designed by person, designated by time, designated by is this going to be an announcement, a decision, whatever. So everybody had access to creating the agenda.*

The responsibility of the educational leaders is not confined to working with peers, superiors, and teachers. It also involves working with the students and the community. Therefore, one of the key concerns of Annenberg administrators was to make sure that the lines of communication between teachers and principal were open and clear at different levels of the curriculum and in the various segments (both vertical and horizontal). Educational leaders refer to this as vertical and horizontal "alignments" in the curriculum.

> *We had to build upon the experiences and prior knowledge of our students. And then take that to what we wanted them to learn; but we really did not know what we wanted them to learn. We had vertical and horizontal alignment problems. So the 9th-grade teachers didn't know what the 10th-grade teachers were doing. But even worse yet, the 10th-grade teachers of English didn't know what the other 10th-grade teacher was doing. Eventually we developed a model where we aligned ourselves as well as you can with the other schools in our feeder zones. But all we could deal with was 9th, 10th, 11th, and 12th grade. And so we developed, and this is over a period of time.*

This alignment required a clear conception of the organization and relationships of the curriculum and skillful communication with the various parties involved: teachers, students, parents, outside administrators, and even school board members. In developing the lines of communication and creating a cohesive curriculum (building on the knowledge base of students), some educational leaders realized how easy it was to ignore the accountability alluded to above in the first component of resiliency. Indeed, teachers and principals often ignore the parents because parents do not hold them accountable. Here is an observation of one of the Annenberg educational leaders:

> *One of the things that I saw was that we were basically operating, doing business, on blind faith. I mean, parents just, we just basically didn't have to explain anything to parents. Parents just had this blind faith that things were going to be fine with their children... And so because of that, we started very early on to experience some major disconnects with students and their behaviors and their study habits, and then conversations with parents and stuff like that... So what I began to notice as I started to take these structures and make them what they needed to be—in addition to distrust, and I think a lot of it, they were very indecisive. But I think a lot of the indecision was because they mistrusted each other and they didn't really know what to do with this structured time.*

As this leader described the problem, lack of communication can result in mistrust and indecision, and often indecision is based on the lack of trust. To resolve this complex problem, the educational leader must maintain clear communication with all parties involved and gain their trust in order to obtain support for a specific course of action. Communication skills permit leaders to provide teachers with the tools they need to pursue change.

> *To me, it's not just enough in reform to give teachers and administrators opportunities to dialogue, because they had it. You have to go one more level and, yes, maybe it's CFG protocols, but it's probably more than just that. You have to give them tools. You have to teach the teachers how to talk to themselves about specific things, i.e., curriculum, instruction, and assessment. So you have to teach them tools of analysis. You have to teach them tools of synthesis and inference. We had done study groups all year long. We had gone through the format training. We did a circulation. Say, if we subscribed to The Reading Teacher, we got four journals of it and then when it came into the library, there was like okay, a list of six teachers to pass this on to, to make sure that they've seen it.*

Thus, it is not sufficient to be able to possess a democratic, inclusive and solid philosophy of education with all the required elements (intelligent planning, delayed gratification, and accountability). It is not sufficient to obtain a clear understanding of what an adequate learning environment is and how should it be obtained; nor is it sufficient to find qualified teachers and help them develop professionally so they support quality instruction. All of the elements of effective leadership are impossible without communicative skills and mechanisms to maintain open communication vertically and horizontally. Finally, if educational leaders have all of the first five components of resiliency, they still may not succeed unless they possess the sixth and final: resourcefulness, determination and flexibility.

6. Resourcefulness, determination, and the ability to learn, to use multiple identities, and to create support systems.

Educational leaders must face very difficult circumstances every day. They need a great deal of imagination and determination to overcome all kinds of obstacles thrown their way. The eloquent examples given by Annenberg leaders speak for themselves. Here is an example:

> *There were rattlesnakes in the school. When I first entered [the] school, I had to worry about rattlesnakes. I'm not talking about a rattlesnake; I'm talking about five, six rattlesnakes... So anyway, there was a plan to remodel the school... They never did it.*

Physical plants were in deplorable conditions in a number of schools, and the budgets very low. Remodeling was delayed and daily problems forced educational leaders to become creative. Here is another instance:

> *I called and asked—I told them the mirrors were rusty, that they were a health hazard and they needed to replace them. And maintenance said that—they said, "They're not broken, we don't fix them." And I said, "Well, they're a health hazard and you need to do it." Not broken, we don't fix. You break them, we fix them... So I hung up and I went and took a hammer and I broke them. I called back and I said, "Okay, they're broken." He said, "What?" I said, "Well, I broke the mirrors."*

> *He said, "You can't," and he started yelling at me. And I said, you said you break them, we fix them. Well, they had to put new ones in. I mean, because I'd broken them all.*

The courage and initiative shown by leaders had to have a cost (politically), but that did not bother Annenberg leaders. In fact, they have shown remarkable ingenuity. Here is another interesting example:

> *When we had asbestos, they wouldn't come fix it. And so I decided the best thing to do—I had a young assistant principal and I put this, I said I'm going to leave and this is what you do. You put this mask on and you call the district (and I told her who to call). You tell him to come over, that you have something to show him. But you have the mask on. And then you tell him that it's the A word and I told you not to say it because the parents all know about it and they're all upset. It's a federal law. Asbestos. He came over and she took him down, she had on the little mask and she said I'm not supposed to say it but she gave him a mask (like he was going to die). But that's how we'd get things done.*

Not all of the times Annenberg leaders had to deal with physical plant problems. In fact, the most serious challenges came from having to deal with personnel problems. How does one make change in an institution that has been stagnant for years, where there is a vested interest in avoiding change? The dilemmas faced by leaders become wrenching experiences:

> *Once I realized [that teachers were not readers] I said, you know, you really might want to transfer me out of here at the end of the year because we have just totally different philosophies about how to educate children... I was probably moving too fast for them and I needed to slow down... If I slow down now, if I tell them it's okay that they retain these ESL children, if I tell them that it's okay that they don't have a program that's meeting children's needs and their instructional strategies are not effective in helping children learn, I might two to three years from now be able to get them more on board. But in the meantime, two to three years of damage to children is going to happen. And so, and I did consciously think, "If somebody's going to be hurt, the teachers or the children, who is it going to be?" And I thought well, the teachers are just going to have to learn to move faster... Each year that we postponed the major changes that needed to take place was a year in the life of a child; that just was not acceptable. It was one of those nonnegotiables. And we started study groups...and I ordered all kinds of teacher magazines... I inundated them with all of these professional journals, articles.*

In the end, the commitment to children's welfare prevailed. In the case of immigrant children who have a different linguistic and cultural inheritance, the educational leader must persuade teachers, staff, and parents that these children can achieve at the proper level, but that they need to be taught in a manner that is congruent with their learning styles and communicative patterns. Imagination and determination must be matched by communicative skills from the leader.

> *There was the primary program to help reduce the retention rate in first grade because a lot of the children at the end of first grade really truly weren't ready for second grade. We started the one-two classes with the hope that if we could have them for two years, by the end of second grade, they would be ready for third grade. And then also a mixed grade in intermediate—there was third-fourth-and-fifth grade. With that same idea that if a child was advanced or behind, that wherever they needed to be, there would be instruction going on that was at their right level. And so the next stage group did a pilot study group, on mixed-age programs and instruction that was appropriate. And there was a gradual but noticeable change. In this mixed-age group were three teachers that had been on the staff before I got there, two teachers who had transferred over from the other school and one teacher that was new... By the end of the year, we agreed to regroup based on the success. Oh, we implemented ESL, special ed., and GT inclusion.*

The lack of resources in school districts with low-income children forces educational leaders to become fiscally creative and to find ways to get books and other resources. The following example shows us how some financial problems are resolved:

> *When I examined the budget from the year before, what I found was they were spending so much money on warehouse supplies that they didn't have money left for science equipment or additional math manipulatives or reading books. Books that children could read. I consolidated all of the supplies and gave everybody a warehouse budget and said okay, you are a first-grade teacher, you have $200 to spend on warehouse items, and gave them like a two-page list of all the different things that they could order, like a pack of construction paper. I had bookshelves made for all of the classrooms because I wanted every classroom to have a library.*

Often new principals find themselves without funds. However, if they learn to analyze budgets they find ways to help teachers and children. Annenberg leaders have become very creative and resourceful. Here is an example:

> *Well, one of the favors that the last principal did for me was left money in the activity account, so before we even started that first year, I had called over and said I'm going to go to Montgomery Ward and buy three tables with adult chairs. Three dining room sets, is that okay? And she says as long as you have the money, go for it. So I tried to do some things to show the teachers that I appreciated their efforts. We bought new pictures. I went to Michael's and bought new pictures and frames and put them together myself. And went and bought the furniture and had it delivered.*

Schools suffer from not only a lack of resources, but also a lack of relevant resources. Most of the books and other readings may ignore the cultural and linguistic background of a changing, highly diversified student population.

> *The books in the library were all White. There were no multicultural books, no books that had*

> *Black children's faces on the cover. And each grade level had their novel sets in the book room and it would say fifth grade. And if it said fifth grade, you better not touch that book [unless you're in the fifth grade]. I'm serious. And when I went through to see what materials we were using, and each grade level had about 10 novel sets, and they were all about White children or had White themes, White values... They had maybe 10 big books with the little book that would go with it and maybe 10 sets of little books, like a little set of four.*

The use of multiple identities is a more subtle matter. However, educational leaders coming from multicultural backgrounds can code-switch and interact with persons of multiple ethnic backgrounds, less-educated community members, highly trained academic consultants, superintendents and political figures, and children. This unique ability is based on their multicultural experiences, their skills in various languages, and their ability to live in different worlds culturally and cognitively. These multicultural skills make modern educational leaders such as the ones interviewed in this report capable of seeing the inadequacy of library resources, the lack of relevancy to diverse students, and the need for change.

Appropriate political action is often fraught with conflict and requires wisdom, delicacy, and credibility. When educational leaders negotiate budgets and demand financial support for their schools (for physical plant renovation, remodeling, or new construction), they are most vulnerable. These negotiations require enormous determination.

> *The [renovation] money was nearly gone [in other schools]. This was the second year that I was there. The parents kept coming and saying, "So when are they going to start?" They were already not real happy with me... Well, it worked out then that the school board approved $500,000 for the renovations and it was only going to do a little bit of what was supposed to be done. "No, no, no, I'm the principal of the school; I'm supposed to stand up for the school and $500,000 isn't going to do it. You made a mistake putting me over here because I know what can be done since I just renovated the last school. And we really need this. Can somebody tell me what's going on with these renovations?" The superintendent had just resigned and they were looking for another superintendent. Some of the school board members wanted to come over and check out the building to see why the renovations were needed. The carpet was 22 years old and rotting away.*

The principal may feel cornered by parents, school board members, the superintendent, teachers, and others. If the educational leader wants to be perceived as loyal to the superintendent, he still has to face the other groups, especially the children who will suffer from poor facilities. But if the leader decides to pursue change and demand funds, he may face political problems and even jeopardize his job.

> *The parents were coming and saying, "So, what do we need to do to get these renovations?" And I knew that there was a line and you don't cross that line. "I'm sure the district's going to come through for us, but if*

> *you would like to voice your concerns, these are the people that you would call..." Then school board people were coming over wanting tours to see why the school needed—so I pointed out this and this. Then I got a visit from one of the administrators who said that the superintendent thought that I was being insubordinate. And I said no, "I'm not collaborating with anybody. I have never called a school board member. I've never invited anybody to come over. If they come over, yeah, I take them around and I show them what our needs are and say I sure do hope that you do these for us."*

Theory of action research helps leaders decide how to implement new ideas. Many Annenberg educational leaders felt that action theory was extremely important in assisting them to pursue with determination planning, curriculum implementation, and other reforms:

> *The main contributor to reform was theory of action. We had to apply the espoused theory of action to specific points. We were able to actually go back and describe what we had done. The Critical Friends groups were always challenging. I really grew and appreciated it.*

We have briefly reviewed the six resiliency components we identified as most essential to the success of educational leaders. There are clearly more, and there are different ways of organizing them. We know that such components have intimate interrelationships and support each other. A brief discussion of these interrelationships is appropriate at this time.

Resiliency Components of Educational Leaders

It is not possible to isolate a single component from the others. A democratic philosophy that remains a lip service in a nicely crafted statement is not going to take a leader too far. For example, regarding component 1, the inconsistencies between an empty rhetoric of democracy and its implementation in concrete intelligent planning with parameters to judge accountability and relative success appear in the actual discussion of concrete plans. By the same token, in component 2, a sophisticated notion of learning environments with their attributes and characteristics would make no sense in the absence of component 4, a quality curriculum of instruction. And regarding component 3, the identification of good teachers without investing resources in their professional development would be disastrous. Besides those intimate relationships between components 1, 2, 3, and 4, component 4 itself, a vision of quality instruction and the means to obtain it, brings us back to a sound philosophy of education and effective planning. Indeed, component 3 is the realization of component 1.

Communication skills (component 5) link all components together and influence all of them. Without the skills to communicate the content of all previous components (1–4) educational leaders cannot be successful, cannot survive. Every single action related to each of the first four components must be communicated appropriately, effectively, accurately and timely via adequate communicative skills. There is also an intimate relationship between components 5 and 6. While communication (verbal and written) is essential, in order for communication to be effective the leader must have determination, imagination, multicultural abilities and understandings, and skills to create support systems for the implementation of strategies. In other words, the actual realization of all activities related to components 1–5 are relevant and valid only if the educational leader displays resourcefulness and determination in the implementation, and wisdom to pursue decisions to the end via support systems.

The model presented here has emphasized the relationship between resiliency and successful, effective educational leadership. This model illustrates, in the words of the Annenberg educational leaders, the various components that constitute the essence of resiliency and the secret of their success. These components are unique to each individual in their actual manifestation, but they present important conceptual similarities that can be the basis for reflection in the preparation of future educational leaders.

In summary, this study of leadership and instructional practice provides five key themes: high quality professional development, research-based literature, shared leadership, collaborative processes, and context. These key themes do not stand alone. Woven together, these themes represent processes and commitments of practitioners in an authentic learning community. As the themes collectively demonstrate, effective school change requires customized design at the building level. These themes can serve as a framework for schools interested in developing effective learning communities.

First, principals put improving teacher learning at the center of their reform work. Initially, the school's formal leaders created staff development plans. As teachers engaged more in the decision-making process, professional development became increasingly individualized. From the outset, these administrators and teachers believed in investing in high quality professional development that enabled them to become reflective practitioners, to enrich their content knowledge, and to experiment with innovative instructional strategies.

Second, practitioners used research-based literature to guide their work. They sought out university faculty to facilitate their learning, to connect them to relevant literature, and to help them connect theory to practice. Administrators and teachers were readers who actively sought new idea sources from empirical data.

Third, transforming schools into authentic learning communities occurred because leadership was shared, or distributed, among formal and informal leaders. As teachers developed stronger decision-making voices, many took on leadership tasks. This shared leadership created a supportive learning environment in which teachers could experiment with innovative curriculum and instructional strategies. Collectively, they developed innovative programs that transformed student learning.

Fourth, principals and teachers collaboratively developed and implemented their reform work. They did not work and make decisions in isolation. Teachers collaborated on leadership teams and in study groups. By collaborating, these practitioners offered each other professional and personal support. Additionally, administrators and teachers provided critical feedback on instructional practices as well as on individual's learning plans.

Finally, practitioners considered the school context critically important. They knew their student population well, and they deliberately created culturally relevant programs in order to make learning more meaningful. The entire school reform plan was crafted around their circumstances and environment. Although they studied other curriculum models and strategies, they designed customized programs that suited school students uniquely. Ultimately, we conclude that schools experienced successful outcomes because they shared leadership, focused on specific outcomes, and collaboratively created an authentic learning community for students and adults.

II: INVESTING IN TEACHER LEARNING

INTRODUCTION

"The aim of teaching is to provide the conditions for learning" (Sergiovanni, 1996).

Teacher professional development has been identified as an integral part of numerous successful school restructuring efforts (Darling-Hammond, 2000; Elmore, 1994; Elmore & Burney, undated; Sergiovanni, 1996). One-time, off-site workshops are common, but research has indicated that long-term, sustained professional development activities are more effective.

Traditional staff development involves isolated, specific efforts focused on a particular innovation or intervention (Fullan & Hargreaves, 1991). These one-time workshops or training sessions usually occur outside of the classroom and may be delivered inside or outside of the school. This type of training rarely provides opportunities for practice and follow-up is almost nonexistent. While this training model is common, it rarely leads to changes in teaching and learning in classrooms (Cohen & Ball, 1999; McQueen, 2001).

Teaching is an isolated profession (Cohen & Ball, 1999; Lortie, 1975). Instruction is not organized to support learning and improvement, and there is little communication among teachers about teaching or learning (Cohen & Ball). While teachers may engage in professional development activities that expose them to new techniques or ideas, they are reluctant to try new approaches unless they are sure they can make them work and do no damage to their reputations by making obvious mistakes (Lortie; McQueen, 2001). Teachers need opportunities to learn, to practice new skills, and to discuss their ideas in order for teaching practices to improve (Ancess, 2000; Darling-Hammond, 1997; McQueen, 2001). The lack of opportunities for teachers to practice new skills and discuss their ideas has limited the effectiveness of traditional professional development activities in provoking significant improvement in teacher practice or student performance (Cohen & Ball, 1999).

Ball and Cohen (1999) asserted, "the primary purpose of teacher education is to cultivate the knowledge, skills, and values that will enable teachers to be highly effective in helping students to learn" (p. 12). The more knowledgeable teachers are about teaching and learning, the more effective they are in teaching students, especially when the teaching tasks involve problem-solving and higher order thinking skills (Darling-Hammond, 2000).

Teaching all students to high standards will require major changes in teacher training programs (Ball & Cohen, 1999; Darling-Hammond, 1997). In order to create significant improvements in student learning, teachers will have to change the way they approach teaching (Darling-Hammond, 1997). They will need to redesign learning experiences so that more students are engaged, and they must engage in continuous learning and become better learners themselves, if they are to be successful teaching all students to high standards (Hargreaves & Fullan, 1998). Ball and Cohen posed three questions that are useful in framing the following discussion about teacher training and professional development:

1. What do teachers need to know how to do in order to support complex learning for their students?
2. What sort of professional development is likely to help teachers provide this type of instruction?
3. What are the implications for the content, method, and structure of teacher development?

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WHAT DO TEACHERS NEED TO KNOW?

Ball and Cohen (1999) stated that the "primary purpose of teacher education is to cultivate the knowledge, skills, and values that will enable teachers to be highly effective in helping students to learn" (p. 12). Teachers need to have a deep understanding of both subject matter and pedagogical knowledge in order to understand diverse learners (Darling-Hammond, 1997; Lampert & Ball, 1994). Knowledge of the cognitive development of children and adolescents and cultural awareness and sensitivity can help teachers to adapt their teaching practices to the needs of their students (Darling-Hammond, 1997). Knowledge about available instructional resources and technology can support teachers' efforts to motivate students and assess their progress (Darling-Hammond, 1997). Content focus, coherence, and active learning all have a positive effect on enhancing knowledge and skills, and subsequently lead to changes in teaching practices (Garet, Porter, Desimone, Birman, & Yoon, 2001).

In their investigation of school improvement efforts, Cohen and Ball (1999) noted that most school interventions fail. One of the most common problems was that teachers were not provided with opportunities to learn what was needed to genuinely change classroom instruction. Cohen and Ball argued that improving instruction involves increasing *instructional capacity*, which they defined as a function of the interaction between teachers, students, and material. The intellectual and personal resources of teachers—their experience, knowledge, and skills—influence instruction by shaping how teachers interpret and respond to students. Cohen and Ball concluded that instructional capacity is intrinsically linked with both teachers' abilities to perceive and use students' capabilities and the ways in which teachers use students and materials to produce instruction.

What do teachers need to know? Teachers need knowledge that includes:

- A deep understanding of the subject matter,
- The appropriate pedagogical knowledge,
- An awareness of cultural and contextual issues, and
- The ability to motivate students and assess their progress (Ball & Cohen, 1999; Darling-Hammond, 1997, 2000; Garet et al., 2001; Spillane & Seahorse Louis, 2002).

WHAT WILL HELP TEACHERS PROVIDE GOOD INSTRUCTION?

Ancess (2000) related teacher learning to "problem solving or inquiry that starts with teachers' particular goals for their students, with their theories about their particular students as learners…and their theories about what conditions are necessary for students to achieve the particular goals" (p. 615). Teacher beliefs and expectations influence the way they devise opportunities to learn in the classroom (Spillane & Seahorse Louis, 2002).

Effective teacher professional development centers on the practices of teaching and learning and allows teachers to learn in and from practice (Ball & Cohen, 1999; Darling-Hammond, 2000). Training in inquiry helps teachers to gain multiple perspectives and to use this knowledge in their work with diverse learners (Darling-Hammond, 2000). This approach also allows for comparative perspectives on practice and supports collective professional inquiry (Ball & Cohen).

Teachers engage in the inquiry of practice by questioning, investigating, analyzing, and criticizing their own teaching practices individually and collectively (Ball & Cohen, 1999). The inquiry of practice requires that teachers take time to analyze and to reflect on their practices and to assess the effects of their teaching, which further requires a school culture supportive of individual and collective inquiry (Ball & Cohen, 1999; Darling-Hammond, 1997; Hipp & Huffman, 2002; Sergiovanni, 1996).

What will help teachers provide adequate instruction?

- Adequate time, skills, and opportunities to engage in individual and collective inquiry; and
- A school culture that is conducive to collective learning and shared personal practice.

WHAT ARE THE IMPLICATIONS FOR TEACHER TRAINING AND DEVELOPMENT?

In order for teacher training to improve instruction and student performance, the content, structure, and methods of pre-service and in-service professional development should address both subject-matter and pedagogical issues (Darling-Hammond, 1997). At the same time, teacher education should also include the investigation of practice, rather than focusing solely on the provision of knowledge and skills (Lampert & Ball, 1994).

Darling-Hammond (1997) suggested that policymakers shift their focus from prescribing school structure and management to developing the capacity of schools and teachers to implement effective teaching practices. Additional suggestions include the genuine assessment of authentic tasks, as well as an accountability system based on opportunity-to-learn standards and practitioner-led school quality reviews (Darling-Hammond, 1997). A number of researchers have suggested the reallocation of staff and funds to create smaller schools with more personalized settings (Ball & Cohen, 1999; Darling-Hammond, 1997; Sergiovanni, 1996).

In professional development activities, content, active learning, and coherence is more important than the method of delivery (Garet et al., 2001). Activities that are linked to teachers' experiences and aligned with other reform efforts support changes in teaching practice, as do efforts to encourage professional communication (Garet et al.).

Houston Annenberg Challenge has invested quite heavily in teacher learning. The most prominent programs invested in teacher learning include five major initiatives: Critical Friends, Reforming Schools Summer Institutes, K–5 Mathematics Initiative, Schools for New Society, and Partnership for Quality Education. These programs have cultivated teachers' knowledge and skills by deepening their understanding of content and pedagogy. Furthermore, by participating in these programs, teachers have learned strategies for working with students who have diverse learning styles, thereby increasing opportunities for all students to become academically successful. In the following section we summarize those initiatives.

Critical Friends Groups

One of the major programs introduced by HAC in 1998 was the Critical Friends program. The National School Reform Faculty (NSRF) at the Annenberg Institute for School Reform at Brown University (AISR)[7] developed the Critical Friends Group (CFG) process in 1995. Two important theoretical notions underlie this process: *learning communities* (McLaughlin, 1990) and *authentic assessment* (Newmann, Secada, & Wehlage, 1995). By building *learning communities*, teachers and administrators commit to deepening and broadening their own content and instructional knowledge and skills in order to create more effective learning environments. By focusing on *authentic assessment*, teachers and administrators promote high student academic achievement by using four standards to evaluate classroom instruction:

1. How well does instruction facilitate student higher order thinking?
2. Does instruction deepen students' knowledge of the topic?
3. Is there evidence of substantive conversations between teachers and students and among students?
4. Do teachers help students develop connections between knowledge learned and the world beyond the classroom? (Newmann, Secada, & Wehlage, 1995, p. 42)

For teachers and administrators to implement the Critical Friends Group process, they must meet the following criteria:

> *Teachers in a school apply for NSRF membership, volunteering to create a "Critical Friends Group" (CFG) that will meet together a minimum of two hours a month to discuss issues of teaching and learning. These meetings are expected to lead to new professional knowledge on the part of teachers, knowledge derived from two sources, one internal to the group and the other external to the group. Teachers will construct new knowledge as a result of close examination of work: student work, their own work (e.g., lesson plans or exams), and their teaching. Teachers will appropriate new knowledge from outside the group as a result, for example, of CFG discussion of readings (e.g., research articles), or attendance at NSRF meetings, or at summer institutes with CFGs from other schools.* (NSRF training materials, 1998)

Schools creating new CFGs or maintaining established groups work closely with staff from the National School Reform Faculty who provide initial training and ongoing support. Peer coaches are central to the CFG process. CFG members select a coach who is an insider (e.g., a school staff member) or a trusted outsider. Coaches attend a five-day New Coaches' Seminar sponsored by NSRF. Trainers model the CFG process by helping participants create a reflective, mutually supportive learning culture. In this way, participants experience the kind of learning community CFGs are intended to foster so new coaches can create such communities back at their home schools. NSRF provides continued training and support at national and regional conferences conducted throughout the year.

Coaches facilitate work of their CFGs, provide access to resources from within and beyond the school, and maintain links with national and local CFG networks. As CFG coaches, they implement the NSRF (2002) mission statement: "The mission of the National School Reform Faculty is to foster educational and social equity by empowering all people involved with schools to work collaboratively in reflective democratic communities that create and support powerful learning experiences for everyone."

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[7] The National School Reform Faculty (NSFR) moved from Brown University to the Harmony School Education Center in Bloomington, Indiana in 2000. The move signaled NSRF's intent to move from an AISR program to an independent national organization. For more information see http://www.harmonyschool.org/nsrf.

In summary, Annenberg-funded schools create and maintain Critical Friends Groups to help teachers become reflective practitioners who are focused on improving student learning. As groups of teachers engage actively in CFGs, they build professional learning communities within their schools. Trained peer coaches guide the groups, enabling teacher coaches to develop leadership skills. Thus, teachers benefit individually and schools benefit from the collective effort. Moreover, students benefit from motivated teachers who are not afraid to experiment with innovative curricula approaches. Teachers learn to trust each other and their own tacit knowledge, to examine publicly their teaching practices and to listen to constructive feedback, and to develop meaningful lessons composed of complex academic material.

Fondren Reforming Schools Summer Institutes

Summer 2002 marked the sixth consecutive year the Houston Annenberg Challenge has sponsored Reforming Schools Summer Institutes (RSSI) for funded and nonfunded schools in the metropolitan Houston area. HAC invites schools to send teams of teachers and administrators to this intensive three-day institute. HAC also encourages parents, students, community members, and university faculty to participate. In addition to attending sessions individually, registrants participate in team, small-group, and workshop activities. With this format, HAC models strategies for implementing whole-school reform. Institute organizers include HAC staff and Houston teachers and administrators. HAC staff intentionally limit their role to organizing and support.

HAC assigns registrants to *home groups* that meet each of the three days. These home groups provide opportunities for participants to make connections with peers across schools and across content areas, to make connections between knowledge gained and its application to teaching and learning, to share ideas and to learn from multiple perspectives, to develop a deeper understanding of how to apply new learning in their schools, and to work in a professional learning community setting. Since the groups are deliberately mixed, participants interact with teacher peers from other schools and other districts as well as with district administrators. In the home groups peer facilitators help participants make links between theory and practice by guiding them to discuss how they might apply new strategies at their own schools. Attendees develop long-term collegial relationships.

Attendees benefit from both theory and practice during the institute by listening to national, regional, and local educational experts and by experimenting with innovative learning strategies. The 2001 and 2002 institutes featured five conference strands: mathematics, literacy, fine arts, high schools, and whole-school reform. Representatives of funded schools talked about creating and implementing model programs. Community members presented information about local resources. National and international guest speakers described well-established reform strategies such as school restructuring programs, curriculum content, and instructional approaches. Organizers and facilitators encourage attendees to deepen their understanding by providing academic articles for each strand. Conference registration includes a $100 voucher, known as *book bucks*, toward purchase of books available at the Institute bookstore. Conference organizers intend for attendees to continue learning after the conference by taking these resources back to their home schools and sharing the information with their colleagues.

K–5 Mathematics Initiative

In the 2000–2001 school year, HAC teamed with Houston ISD and ExxonMobil Foundation to implement a $1.3 million, three-year mathematics initiative in eight elementary schools. The goal of this K–5 Mathematics Initiative is to improve student achievement in mathematics by strengthening teachers' knowledge of mathematics and instructional methods. In the first year five specialists provided support to the eight project schools. Mathematics specialists provide leadership and expertise in mathematics to teachers, administrators, and parents. Specialists collaborate with elementary teachers in the design and implementation of team teaching practices, in-depth professional education for their teacher colleagues, and high-quality approaches to math instruction for all children (HAC, 2001).

In the program, each math specialist works with teachers and administrators at participating schools to provide leadership and expertise in mathematics based on nationally recognized, research-based professional development. Specialists are in the classroom daily, co-teaching mathematics lessons and working with children on mathematical concepts. The goal of this mathematics initiative is to ensure that all children are making sense out of the numbers they see and that teachers create opportunities in the classroom for each student to acquire more than a rote memorization of mathematics (HAC, 2002).

Math specialists not only work with teachers in the classroom, they also facilitate grade-level and individual teacher planning meetings and evening seminars to ensure that age-appropriate strategies are used consistently throughout the early grades (ExxonMobil, 2001). Specialists continue to deepen their own knowledge by participating in a national network sponsored by ExxonMobil Foundation. Specialists and teachers also benefit from participating in a new Critical Friends Group created expressly to support implementation of the new initiative.

With the 2001–2002 school year, five additional elementary schools and 10 more math specialists joined the initiative. The program has expanded to include parents as active partners. Schools, individually and collectively, organize Family Math Nights, where parents and their children work collaboratively on math projects. Parents benefit by enhancing their own math skills and by hearing teachers explain the learning process used in the classroom.

Additionally, parents and other community members support the initiative by serving on an advisory board. The advisory board members educate Houston parents and others in the community about the mathematics specialists in the schools, build a network of public advocacy for challenging mathematics curriculum for all children in the district, sponsor a Mathematics Distinguished Speakers series for the community, and encourage other community partnerships to improve mathematics education.

With another new program component added in the second year, students actively learn about mathematics in the community. For example, through a new partnership with the Children's Museum of Houston, students explore 120 hands-on math activities and view new mathematics exhibits. Participating schools plan additional field trips for children so they may experience mathematics outside the classroom.

Houston Schools for a New Society

During Spring 2000, Houston Annenberg Challenge launched the Transforming High Schools Initiative by creating a pilot project with Reagan High School located in the Houston Independent School District. HAC staff and Reagan faculty, parents, students, and community members spent a year planning jointly. This planning team produced an implementation process model. Concurrently, HAC and HISD were talking about launching a district-wide high school restructuring initiative. Ultimately, the remaining 23 comprehensive high schools in HISD used the Reagan "Transforming High Schools" model of implementation process design, guiding principles, and student profiles to prepare school-level proposals for Carnegie Corporation "Schools for a New Society" funding.

During the 2000 pilot year, the Reagan "Transforming High Schools" planning team created a vision of the school transformed from a traditional, factory-like institution to a student-led, teacher-directed 21st-century High School Learning Community. According to this vision, the school would become a center of excellence for all students, and students would gain knowledge and skills to succeed in the 21st century workforce. The Reagan planning team established seven project goals:

1. Develop *curriculum structures* that engage learners with essential knowledge, integrating it and making connections.
2. Change *instructional practices and policies* to emphasize a variety of strategies and settings for learning.
3. Create a *learning environment* where all students are known well by decreasing the number of adult contacts that students have over the duration of their high school career.
4. Nurture a *culture of continuous improvement* for staff and students where learning is the focus of the school experience.
5. *Restructure space and time* to produce more effective learning environments and more lasting relationships.
6. *Integrate technology* as a tool for learning.
7. *Form alliances* on behalf of students, schools, and school districts in order to generate additional resources and shift the policy context to support this transformation.

Houston high school reformers used the Carnegie report *Turning Points* (Carnegie, 1989, 2000) and *Breaking Ranks* (NASSP, 1996) to plan the Houston initiative. HAC and HISD planners focused the Houston Schools for a New Society Initiative on two goals: improving student achievement and increasing the capacity of high schools to provide a high-quality education to all students through implementation of systemic whole-school reform. With successful implementation, Houston reformers expect to achieve a comprehensive set outcomes:

1. Reduce the gap between minority and majority (ethnic) groups in major subject areas.
2. Increase high school graduation rates.
3. Increase the number of graduates completing a rigorous academic curriculum.
4. Increase the number of graduates prepared for successful entry into higher education and/or workforce.
5. Increase the academic success of ninth-grade students.
6. Increase students' engagement in their own learning.
7. Increase staff knowledge and ability to implement school reform models.
8. Decrease isolation and anonymity of high school students.
9. Increase community stakeholders' support, involvement, and sense of responsibility for improved student achievement.
10. Increase high schools' capacity to implement deep systemic reform.

Finally, HAC and HISD developed an action plan to guide their work with the 24 high schools. The action plan includes strategies developed in four conceptual strands: professional and organizational learning, school restructuring, community engagement, and district change and support for transforming high schools. Within each strand HAC and HISD established specific actions.

Partnership for Quality Education

The Houston Annenberg Challenge sought to sustain reform in metropolitan Houston public schools by serving as a founding partner of a new initiative, Partnership for Quality Education (PQE). The founding partnership consists of HAC, four urban universities, a community college system, and six school districts. With national and local, governmental and private funding, the partnership based much of its plan upon the foundation established by HAC. This foundation includes building upon relationships established with the 88 Annenberg-funded schools in the six partner districts, addressing a serious "theory/practice" split between area colleges and universities and local schools, and concentrating on identified reform/restructuring constraints[8].

Participating district and school administrators who have benefited from Annenberg funding report that although each district has made significant progress in improving student achievement, improvement seems to have reached a plateau. Our analysis of funded districts supports this assertion (e.g., see Year One and Year Two Reports, Reyes & Phillips, 2000, 2001). Administrators identify two major barriers to continued school improvement: inadequately prepared teachers and high teacher attrition rate.

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[8] For more information about this new initiative go to the Partnership for Quality Education Web site at http://pqe.coe.uh.edu.

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Administrators express concern that many prospective teachers do not have sufficient content knowledge to pass state-mandated certification exams. Moreover, analysis leading to development of this PQE Initiative revealed incongruence between state/national standards and area college and university course content. Initiative planners decided ultimately that HAC reform and restructuring efforts had been constrained because many teachers do not possess either deep content knowledge or variety of instructional skills necessary to provide quality instruction to the diverse, multi-cultural student population of greater Houston.

Departing teachers cited in district exit interviews several common reasons for leaving the profession. They said they felt overwhelmed by paperwork (i.e., lesson planning, student accounting, etc.), lack of classroom management skills, perceived lack of student achievement, and a sense of isolation from the school and their peer teachers. Generally, these departing teachers believed they had no personal support, no one (or ones) who would listen to them and help them with challenges.

Thus, this voluntary coalition of education-based institutions was created to improve teacher preparation by enhancing pre-service students' educational experiences. PQE hopes that improving beginning teachers' teaching practices will lead to improved student achievement for all children. PQE Initiative planners expect by improving teacher preparation and continuing with HAC-led reform activities, new teachers will deliver more successful curriculum and instruction, experience more supportive school professional communities, and personally enable higher student academic achievement. Therefore, planners anticipate teachers will be more motivated and less likely to leave the profession.

In summary, the five major initiatives described in this section serve as powerful engines for school reform in Houston. These programs use current research on teaching and learning to increase instructional capacity by improving interaction between teachers, students, and resource material. In the following section, we focus on the most effective strategies to enhance teacher learning. We provide examples of teachers in action and testimony to illustrate how teachers have become learners and have changed teaching and learning in Annenberg-funded schools.

EFFECTIVE MODELS OF TEACHER LEARNING

Reforming schools used Annenberg funding to implement and support a variety of strategies to improve teaching and learning in their schools. The models described in this section provided teachers not only with new knowledge but also with opportunities to practice new skills and discuss ideas. Current research tells us that providing teachers opportunities to participate actively in learning communities increases significantly teachers' potential for improving instructional practice and student academic performance. The learning communities illustrated here include individual and group learning models.

Individual Models

Most participating schools used a significant portion of their grant to send teachers to high-quality professional development activities including national conferences such as the National Council of Teachers of Mathematics and the National Association for Bilingual Education. Additionally, both teachers and administrators attended local and national Annenberg-sponsored training such as the local Fondren Reforming Schools Summer Institutes and the National School Reform Faculty Meeting for Critical Friends Groups. Teachers reported these opportunities helped them expand their own knowledge and skills, "raise the achievement bar" for their students, and establish national networks of professional colleagues.

For example, one elementary school used Annenberg funding to pay for teachers to attend the National Council of Teachers of Science (NCTS) annual conference. Following this conference, teachers built a butterfly garden in a school courtyard. Butterflies, flowers, plants, insects, and rabbits now thrive in this wildflower garden. Teachers bring students to the garden for science lessons. During one lesson, children used clipboards and Naturalist's Notebooks, mimicking professional scientists, as they used all their senses to observe garden activity, ask questions, write questions and observations, and discuss findings with their peers. Significantly, many schools allowed teachers to self-select professional development activities. With this approach teachers were able to choose specific topics such as autism, attention-deficit disorder, classroom management, technology, and gifted and talented student instruction.

The faculty from one Annenberg middle school call their school a "Beacon School for Professional Development":

> *We hold true that teacher learning is the most powerful way to better student learning. If we are to instill learning, we know that we must first be learners ourselves. Under this umbrella of Teacher Learning, we focused our reform efforts this year in the arenas of Literacy and Equity. This weaving of two broad concepts produced tremendous changes in our school's academic and social climate.*

Within such an atmosphere of teacher professional development, learning communities have thrived:

> *Our learning communities are both clearly defined programs and small informal groups that continue the learning conversations over lunch and hall duty. Teacher Learning has become such a way of being for us that it is the basis for much laughter as we lighten up around our own intensity.*

Another form of professional development emerged from the Annenberg reform work, "Personal Learning Time." With this model, teachers take significant responsibility for their own learning during two-hour blocks, 11 sessions per year. The principal demonstrates enormous trust in the teachers as he honors their professionalism. Simultaneously, teachers understand their principal's expectations and maintain accountability by submitting annual plan descriptions to him and staying in touch regularly via e-mail. Teachers' e-mail reflections suggest the Personal Learning Time has impacted them significantly. One teacher put it this way:

> *I find these reflections are more for me than for you. They force me to pause in the midst of my creative chaos and, well, write my way out of it. Over the last three Fridays, I have read parts or all of the following three books...Personal Learning Days are actually my favorite of all. First, I get to read teacher material that I've allowed to pile up. Such a pleasure to have time in my workday to learn things for myself. I study my students in conjunction with my teaching practices. Second, I spend PLT in a study group.*

Outside Expert Model

Some schools paid nationally known educational experts to work with them on-site. Still other schools collaborated with local educational consultants to assist them with planning and evaluating their reform work. Through these associations practitioners and consultants formed *constructive partnerships*. Benefits of these partnerships led to more effective instructional needs assessments that, in turn, helped practitioners shape developing plans and make mid-course adjustments to existing models. These constructive partnerships epitomized the theory-of-action approach to school reform (Schön & McDonald, 1998).

An elementary school used Annenberg funds to bring a local Coalition of Essential Schools consultant to their campus. This consultant helped the faculty redesign a major social studies curriculum component, Curriculum Journeys. As a result of their work, the group scaled back thematic units from six to four, enabling teachers to provide more in-depth instruction for each unit and more fully integrate the unit with other subjects. Teachers benefited from feeling less rushed and students benefited from better instructional plans and activities.

Similarly, participating middle schools use consultants to facilitate study groups and to provide media support. One teacher described how the media consultant enriched classroom instruction:

> *For two years I have had Dr. Jones, an Associate Professor of Communications at a local university, serve as a media artist-in-residence in my classroom. During this time I have grown into a more media literate person and that knowledge has enhanced my teaching of English/communications.*
>
> *This year my students and I learned how to write scripts, develop storyboards, film using video, and edit. Media language is now part of our vocabulary. With my help, students can easily create Web pages, newsletters, brochures, videos, audios, and billboards. The students used these skills in one unit to develop a media literacy public service campaign.*

One reforming middle school used Annenberg funds to hire two consultants to train them in the New Jersey Writing Project (NJWP) program. One consultant explained their role:

> *Our purpose in working with [Sunnyvale] teachers was to help the teachers permeate their teaching with deeper, explicit, student-centered instruction in writing, reading, grammar, and thinking. We wanted to provide alternatives to total reliance upon textbooks and worksheets. To that end, we used the research of Emig, Graves, and Carol on*

> *writing as a process as the basis for the writing training; Rosenblatt and Beach's response to literature as a basis for the reading training, which we augmented with contemporary young adult novels; Caine and Caine's brain research as a foundation for hands-on grammar training; and we reinforced all the sessions with much work on cognition, higher level thinking skills, integration, and reading/writing connections.*
>
> *Ultimately, while improving instruction, we also wanted students to become hooked on writing and reading, to see the connections between the two, to use strategies to develop proficiencies and then to increase those proficiencies by taking control of their own writing and reading. We encouraged teachers to ask questions and respond critically to texts both in their own writing and in literature, and encouraged them to do the same thing in their classrooms. We provided challenges and prodded them to provide the same for their students.*

Middle schools also use consultants to improve their technology knowledge and use. Following attendance at a summer technology training conference, one school's technology coordinator secured a technology consultant to help improve broadcasting and video production knowledge. The consultant provided Saturday workshops for teachers and students. Teachers reported enjoying working as teams with students. As a result of this training, the technology coordinator formed an after-school program focusing on high-tech broadcasting and video editing.

Knight High School—a small, experimental campus—used Annenberg funds to hire consultants to help them assess their reform work. These consultants met regularly with faculty over two years. Faculty based this work on issues they identified regarding authentic instruction and assessment. The consultants begin by conducting a faculty survey. On the basis of faculty responses, they created a customized plan for this campus. Additionally, the consultants sent faculty reading material and work to be completed before the first meeting. The consultants were on the premises for a week at a time, three times during the academic year. Sessions were organized to include whole-group work, departmental work with content specialists, and individual teacher meetings. Finally, outcomes from this process were shared with parents and community. Moreover, a parent survey was also planned to gauge parents' understanding of the authentic assessment standards and rubrics.

Inside Expert Model

Many reforming schools used teachers highly experienced in specific content areas as in-house staff developers. One elementary principal referred to this approach as "just-in-time" staff development. She believed teachers needed continuous access to content experts on a regular basis, rather than having to wait for months until they could attend an appropriate outside workshop or conference. Content specialists typically serve in four capacities:

1. They teach students individually and in small groups.
2. They provide teachers constant and continuous professional development in content areas.
3. They support teachers in their classrooms

- by team teaching.

4. They maintain and expand their own professional knowledge and skills.

One math content specialist often uses small groups to meet the needs of first- and second-grade students. Researchers observed her engaging gifted second graders in critical thinking math games and other enrichment activities. Next she moved to a first-grade group who needed additional assistance. As students used math manipulatives to add equally sized groups, one child began to use multiplication spontaneously. The child explained that an older sibling had showed him how to multiply. Following this discovery, the math content specialist modified her instruction to build on this child's more advanced mathematical knowledge.

Content specialists diagnose students' individual learning problems and focus children on specific strategies that enable them to progress quickly. Sometimes literacy content specialists work with students in the Literacy Lab they created. A specialist describes her experience working with a struggling first grader:

> *We worked really hard with her. In my professional opinion she's very bright. By Christmas she was reading second-grade books. We started right where she was. We kept feeding her books that were a little harder, a little harder, a little harder. She just jumped from essentially middle of first grade to second-grade reading level. And she was just so excited. Her mother said she read every sign on the way to the grocery store and continuing reading cans, boxes, and signs as they shopped.*

One reforming middle school implemented a co-teaching strategy. With this strategy, special education teachers pair with general faculty to create a teaching partnership. Through co-teaching, special education students and general students benefit from the team's joint planning, instruction, and assessment. Additionally, this co-teaching model encourages teachers to experiment with new innovative strategies to address different learning styles.

Group Learning Models

Reforming schools used Annenberg funding to develop and support a variety of study group strategies. The most effective groups focused on long-term, in-depth study balancing research-based literature with practical application. By participating in study groups, teachers learn in and from their practice and develop professional inquiry skills. When teachers engage in inquiry, they question, investigate, analyze, and critique their own teaching practices individually and collectively. Common strategies used in Houston reforming schools included Critical Friends Groups, literature study groups, inquiry groups, and action research teams.

Critical Friends Groups

Most participating schools used Annenberg funding to establish and support Critical Friends Groups (CFG). CFG members engage in meaningful discussions about student work and instructional methods using structured protocols created by CFG coaches according to National School Reform Faculty (NSRF) guidelines. By participating actively in CFG, teachers benefit individually and collectively. New teachers benefit from experienced teachers' mentoring and support. Experienced teachers benefit from examining long established practices and beliefs.

In elementary schools, group members contribute by developing school-wide cultures that model learning communities. Teachers believe CFG participation reduces isolation and increases faculty communication, commitment, and continuity:

> *I am very isolated down here. CFG has given me an opportunity to work teachers across the school and contribute knowledge from my own experience...plus it's fun.*
>
> *As a new teacher, I was able to get to know some people on the staff and form relationships with them.*
>
> *I will continue to participate because it is a positive professional support group for teachers. CFGs allow us to work with people not necessarily on our own team.*
>
> *After this retreat I felt like I knew people in the group more like friends rather than just coworkers. This make sharing problems and concerns a lot less threatening so we can get past the reservations and take an honest look at problems.*

A fourth-grade teacher and CFG coach sees groups positively impacting students:

> *I have seen many powerful ideas come alive as a result of my participation in a Critical Friends Group. As an educator, I am interested in ways to improve my teaching practice because I feel my students will improve in their learning. I have benefited most from the process of "Looking at Student Work." When I first presented student work it was at my Critical Friends Coaching [training] in July of 1999. Little did I know how direct and to the point my colleagues were planning to be with me! I was able to get many ideas on improving the process of writing, how to expose my students to different situations, and most important, ideas to improve my writing instruction.*
>
> *In turn, I have also taught my students to look at their own work and be open to suggestions of their peers. The process of getting my students to the point of accepting constructive criticism from their peers and acting upon the constructive criticism has taken many hours of planning, discussion, and implementing new techniques for overall success. During this process, they were actually peer tutoring or as they refer to it, "little teachers." The process took about seven months. The end product was when my students had the opportunity to peer-tutor a third-grade class in preparation for TAAS.*

Middle school teachers report the CFG process is dynamic, causing them to revisit regularly some norms as they continue to move forward. Teachers from one reforming school review their 2001–2002 CFG work:

> *Each year the makeup of our group has been different.*

> *Each year requires starting over. We must begin again with "getting-to-know-you" and "trust-building" activities. Group norms and goals must be re-established.*
>
> *This year our groups are larger than in years past, and therefore the groups are not as intimate. Interaction among the group members changes just by the mere size of the group. Planning for and working with a larger group is more difficult, and generally the group moves forward toward a common goal at a slower pace.*
>
> *Evidence of positive effects for both groups as a whole and individuals comes in direct and indirect ways. One favorable indicator is that everyone in both groups participates. Also, we have perfect attendance, and written reflections are positive. Everyone has become more comfortable discussing personal inadequacies—issues as teachers and learners. We all begin to question the significance of what we're teaching and why we're teaching it. We look at the broader perspective of the teaching environment. Our focus then becomes the child and what is going on in his or her life.*

One reforming high school is a member of an Annenberg Lamplighter Learning Community. This learning community is composed of elementary, middle, and high schools in the same feeder pattern. Teachers and administrators from this school, Port High, meet regularly with faculty from other network schools in CFGs. Port High School identified its Annenberg focused effort as "Teacher Learning to Improve Student Learning." Everything in the Port reform effort was aimed at improving teachers' knowledge.

Approximately two thirds of the Port Learning Community Annenberg funding ($66,000) was allocated to support Critical Friends activities. Funding provided training for the CFG coaches, travel to the national meetings, production of study materials for the study groups, and modest stipends for the CFG coaches. Teachers credit CFGs with providing them a regularized forum for study, examining student work, exchanging curricular and pedagogical ideas, fostering mutual support, and enhancing their sense of professionalism. Each CFG met under the leadership of a teacher, without administrative supervision.

Teachers credit professional meeting protocols and attention to serious study as the most critical contribution of CFG activities: Teachers were taken seriously for generating their own learning. Teachers contrast the value of CFGs with typical district inservice training, which puts teachers in a passive role, listening to speakers who do not know their students or their curricula. For many teachers the CFG format continued and extended their opportunities to have serious discussions about individual students and their needs. For other teachers it provided the first forum in which they are encouraged to share knowledge of children's learning, their current circumstances, and ways students' learning might be improved.

A focus on children was typical at Port High School and in several of the other schools in its learning community. The teachers reported that there had not been a means to share knowledge of children and their families (and of children's academic progress) across their very divided schools until the CFG coaches (and the Annenberg standing committee for this group of schools) began meeting on a regular basis across schools.

The standing committee of the Lamplighter network is comprised of each school's principal and a representative teacher. By encouraging these schools to form a network, Annenberg has provided a venue for administrators to hear lead teachers' ideas. In this way, Annenberg fulfills the goal of building capacity for school improvement.

A powerful event that helped unify the faculties across the schools was a full-day inservice in early January 2000, when the Critical Friends Coaches and the participating teachers from across the schools worked together in study and discussion. They wrote about what they would take back to their classrooms to use with their students. The continuing discussions of pedagogy, study, and collaboration that originated from the session helped shape a collective sense of professionalism that has extended to many of the schools' reform activities throughout the following year.

Teachers believe their participation in Critical Friends helped them improve instruction in very specific ways:

> *We…did an examination of student work from my classroom that helped me analyze the reason for a daily assignment that I was giving (journal writing) and ways to present the assignment so that more students would "buy into" the assignment. I left the session in which we examined the student work with a new idea of how to present journal writing. I am implementing that idea right now in the classroom and have noticed some success with the new idea.*
>
> *I discussed with my fellow teachers ways and means to reevaluate my grading procedures and I used their feedback to write a series of rubrics that explained to my students exactly what was to be expected of them when I assigned a project and exactly how that project would be graded. This was of great benefit to me because it made me evaluate just what I was looking for in the project and, more importantly, it clarified my thinking as to what were the parts that I considered important and how much weight I should place on each part.*

As the teachers met across schools, they saw common problems. They noted that they were losing many of the same students. One question arose as they realized that the same problems keep showing up year after year: "Where is the safety net? If problems are passed up the grades, or if kids are lost at key transition points, there is no assurance that every child, and his or her education, is being supported." There were few meetings of any kind within this emergent learning community that did not at least informally turn into a discussion of particular kids and what the school—or a teacher—could do on their behalf.

By the final year of the Annenberg Initiative, all of the teachers at Port were part of a Critical Friends

Group and meeting six times a year on early dismissal days. The regularly scheduled meetings spawned new teaching strategies and caused another group to develop rubrics for judging projects in the school science fair. Many teachers credit their Critical Friends Group with helping them maintain positive attitudes as they encountered repeating students and other difficulties.

Additionally, alliances formed in CFGs encouraged teachers to come together to propose and develop new academies that will be in place for the 2002–2003 school year. The teachers who were already strong academically were given greater leadership roles and organizational support under Annenberg.

At another reforming high school, Critical Friends Groups meet once a month during teachers' conference periods to discuss teaching practice. In Critical Friends Group meetings, teachers generally work through one of several established protocols whereby they discuss a teacher's instructional practice by examining the work of a student and listening to the teacher describe the teaching practice that resulted in the work.

The Critical Friends Groups were formed to address the issue of faculty size by creating smaller work groups to mitigate isolation between teachers and to provide a place for teachers to work on teaching practice. This strategy also emphasizes the importance of teacher learning.

Participants are highly enthusiastic about the CFGs; they speak highly of how this process has influenced their teaching and seem to look forward to meetings. Participants have told us that their CFG group provides "fresh eyes" with which to look at their work. From their statements, it is clear that the CFG strategy has had a strong impact on reducing isolation among the faculty. In the CFGs, teachers get together and talk specifically about their teaching, something they have little time to do in other places in the school.

CFG coaches lead the groups using techniques they have absorbed through CFG Coaches Training, generally sponsored by the national or Houston Annenberg organizations. They draw from a variety of protocols that structure conversations on possible topics, such as a shared reading, student work, a lesson plan, or a new idea on teaching or school reform. CFG meetings generally begin with some informal time, refreshments, and then a more formal "sharing," in which each member talks about what he or she has been doing at school or in the classroom. During this time, teachers talk about what they view as their triumphs and challenges. These conversations, usually over food, help create a sense of connection and community among the group. The teachers define what's important to them and what they want to share about their own work. Collectively, they direct and define the discussion.

Coaches may exert influence on the direction of the conversation or which particular protocol is employed that month. However, since coaches are teaching peers, rather than administrators with power over jobs and programs, teachers in CFGs are able to question the direction of a discussion, suggest new topics or protocols, and even critique the process itself. Among all the CFGs we have observed in the last two years of this evaluation research, this democratic mode of functioning creates a strong sense of peer group community and collegiality among participants. It provides a reference group, such that teachers often refer to a conversation or issue that emerged "in my CFG," and specific exchanges or terms may become part of the daily parlance.

One teacher told us that the CFG carves out space for focused, controlled conversations about teaching. When asked to define a "Critical Friends Protocol" and describe what the process brought to her work, she responded:

> *[The protocol] sets a time limit and keeps you focused on the work at hand so there is not time for "OK, by the way, did you know [this or that]?" or "This student is failing." It keeps you focused on the work. For the first time, I think Longview teachers—not everybody but many Longview teachers—have begun to really look at their work, I mean bring a test in to other teachers because it is safe. Protocols create a safe environment... Because if it is your work you are bringing to the table you are in control of where you want them to go [because you define the focusing questions]... I've been very fortunate to have been in some sessions with my administrators and looking at my own work. One time it was in Boston. It was great.*

Each year of the grant, seven or eight CFGs of 7 to 10 teachers and two student CFGs met, generally once a month. Participation has ranged from 40–60% of the faculty. For two years, the school supported these meetings during teachers' conference periods, but eventually it became difficult to coordinate all the members' schedules and the school administration needed conference periods for other meetings and professional development. In the third year, many more groups met after school or on Saturdays, and by the fourth year, all but two did. The year-long, voluntary attendance at meetings demonstrates teachers' feelings about these groups. Many teachers have participated for three or four years. They continue to say that the groups provide a sense of community for them, a place where they discuss their professional lives and their teaching. These interchanges help them feel less isolated in their individual classrooms; they feel they have close colleagues with whom to discuss issues with students, instruction, or the school's work. The CFGs provide a regular setting in which professional work can be discussed in terms set by the teachers themselves.

At another reforming high school, CFGs are also an important element of the teacher learning. At this small school every faculty member has been trained as a CFG coach, so groups do not always have a designated leader. Additionally, CFG protocol is the norm. CFGs meshed well with the school's notion of creating a professional learning community.

Literature Study Groups

Annenberg schools believe teachers need sustained study of research-based literature in order to deepen their professional content knowledge and change their instructional practices. Reforming schools use study groups particularly to focus on improving language arts instruction. One elementary school used a book club approach to engage teachers in study of professional literature such as *The Book Club Connection: Literacy Learning and Classroom Talk* (McMahon & Raphael, 1997), *Yellow Brick Roads:*

Shared and Guided Paths to Independent Reading 4-12 (Allen, 2000), *Guiding Readers and Writers, Grades 3-6* (Fountas & Pinnell, 2001), and *Strategies that Work* (Harvey & Goudvis, 2000). The principal used Annenberg funding to purchase books for all teachers and to pay for substitutes so that grade-level teams could meet during the school day. In some study groups the facilitator asks the group a set of guiding questions including:

- What connections did you make to the text?
- What questions ran through your mind as you read?
- What inferences were you able to make as you read?
- What new learning will you take into your classroom?
- How might you help students use various "strategic ways" of reading?

Most groups use written reflections or journals to engage teachers with the texts. In early phases of group development, facilitators may ask teachers to read book sections during the first part of meetings and lead discussions using the guiding questions during the rest of the allotted time. Literacy coaches and content specialists believe this process exposes teachers to the text and helps teachers to understand that people—adults and children—make sense of texts differently.

A fourth-grade teacher describes how she integrated her new knowledge into her classroom practice:

> *One of the main strategies I have implemented after studying* Strategies That Work *is the "gradual release" model. The authors discuss modeling a strategy you want to teach weeks before you ever ask your students to do it. I have noticed that modeling a strategy while still working on other strategies either independently or in guided reading circles weeks before I do actual instruction on it has made a huge difference in the students' concept attainment level.*

A fifth-grade teacher used *Yellow Brick Roads* to implement literacy circles in her classroom:

> *I modeled with the students how to make connections during reading, create constructive questions, and spot interesting or confusing words that hinder their reading. This has been interesting to see the students' interest or disinterest in a book, choosing the book, and actually reading the book...and in the end making meaning from the book to share with others. They apply the good reading strategies that have been modeled over and over again in literature circles. They put sticky notes in their book while they are reading and note on them what connection, etc. that is helping them understand the text. Then, they all share with their other group members. This is a very independent level of learning.*

Inquiry Groups

Another type of study group used Annenberg funding to focus broader discussions. For example, a number of reforming schools used inquiry groups to engage in "Cultural Conversations" about issues related to race, culture, identity, behavior, and society. Area university faculty facilitated these multi-ethnic groups either on site or at the university. Teachers reported these discussions helped them tremendously to understand cultural differences they experience in Houston's highly diverse population. Group leaders described the program:

> *The goal of the Cultural Conversations Project is to create a safe place for teachers and administrators to talk about the impact of race, ethnicity, gender, and culture on children's learning. It is based on the idea that teachers want to do a better job of working with diverse populations, but that cultural differences and misunderstandings can undermine even the best teachers' intentions. Clearly, teachers need time, space, and guidance to tackle these sensitive issues. Components of this seminar-style project include readings, group discussions, dialogue partners, and case analyses. Key issues include biases, systemic inequities, language differences, and teacher expectations.* (Rice University)

Another elementary inquiry group focused a year-long study on curriculum integration. Eight teachers representing all major curriculum content areas worked with a local university professor to obtain graduate-level credit for their study. Using the text *Curriculum Integration: Designing the Core of Democratic Freedom* (Beane, 1997), teachers considered four central dimensions of curriculum integration: integration of experiences, social integration, integration of knowledge, and integration of curriculum design. Teachers examined student work and evaluated instructional planning. Teachers decided three of the four dimensions were currently in place and began considering structural and organizational implications of implementing the fourth dimension, knowledge integration.

Action Research Teams

Teachers at one Annenberg middle school modified the Critical Friends Group process to enable more flexibility and focused their inquiry on improving language arts instruction and student academic performance. These teachers work with a university professor in a group they call "Critical Friends with a Twist."

> *We designed a CFG with a Twist to get the time we wanted to dig into our study of teaching reading. Our group does not use the CFG protocols because we found them stifling in our ongoing work. However, we do embrace the CFG tenets of looking a student work and inquiring into our own classroom practices.*
>
> *At the same time, we have enrolled as a group in a post-baccalaureate course, Teaching Reading in the Middle School, at a local university with our group facilitator who is on faculty. Some of our group members attend the Teachers College week-long summer program on teaching reading. All group members have studied* The Art of Teaching Reading *by Lucy Calkins,* Mosaic of Thought *by Ellin Keene, and* Strategic Reading *by Jeffrey Wilhelm. Not only do we meet for our regular CFG with a Twist on designated Fridays and our university class, but also various smaller groups of us meet to study our student work together.*
>
> *Our eighth grade scored 98% passing on the Reading TAAS, up from the previous year. The class of 2001 had its most significant gains in reading among the economically disadvantaged and Hispanic students. Our item analysis of*

> *missed TAAS questions informs our teaching. We have included a strong "retelling" component in our reading work this year to address the TAAS "summarization" objective.*

Teachers at one reforming middle school formed a teacher research group to study the New Jersey Writing Project (NJWP) philosophy and approach. These teachers led an effort to establish reflective journaling as a school-wide practice. As a result of their participation in this group, several language arts teachers have published essays in the NJWP-sponsored journal. Three teachers from this group enrolled in graduate programs to further extend their knowledge base. Through this process teachers embodied the concept of "teacher as learner." The language arts department chair saw changes in participating teachers and documented his observations in his own reflective journal:

> *There appeared to be a growing sense of "voice" and ownership among the majority of the participants, and I began to see the teachers putting their own spin on the theory they had learned. Outward signs of a paradigm shift were evident in the prominence given displays of student work and the "professional" conversations teachers were having between classes in the hallways.*
>
> *Participation in the New Jersey Writing Project contributed significantly to increasing student achievement scores in writing. As a result of increased student achievement scores, the school achieved "recognized" status from the state education agency.*

Lecture Series

A group of reforming schools—including elementary, middle, and high schools—collectively used Annenberg funds to support a public lecture series. Leading national educational scholars who have spoken during the series include Elliott Eisner on curriculum and art education, Carl Glickman on democracy and education, Roland Barth on school administration and school culture, and Larry Cuban on the role of American businesses in U.S. public education. The lecture series—open to the entire metropolitan Houston community—offered participants opportunities to connect personally with guest speakers and their area colleagues. Moreover, the events supported participants' efforts to connect theory to practice by helping them make sense of research and how it applies to individual schools.

Academies

Funded schools form academies to stimulate teacher professional development in specific interest areas. For example, one high school has three academies: an International Academy, a Cyber Corp Academy, and a Career Academy. Through the International Academy, teachers and students have joined together to implement a chapter of the Anti-Defamation League at the school. Through this group, students and faculty have expanded their efforts to raise awareness of diversity issues and to increase sensitivity to and respect for differences among cultural groups. Interest in this work has grown and as a result the International Academy sponsored its third Annual Multicultural Fair in Spring 2002.

The Cyber Corp Academy also connects teacher learning with students. A teacher member used knowledge gained from her academy to share with student members of the Texas Association of Future Educators (TAFE). As the school's TAFE sponsor and a TAFE state board member, this teacher and her students developed a presentation for school sponsors across the state. In this presentation, they demonstrated how to organize club scrapbooks using Power Point software. After their presentation, several districts asked the teacher-student team to present at conferences in their home districts.

Academies at Longview have served primarily as professional development groups for teachers, although they also sponsor activities for students. Each teacher at Longview has chosen one academy in which to participate. Each academy has a "dean" at its center who organizes activities and leads the group. Academies meet monthly after school, and teachers can develop and choose their own professional development activities. Each academy has a budget drawn from Annenberg funds, and decides on group activities or disburses money to individuals or groups of teachers who apply to attend conferences.

In addition, the International Academy has sponsored trips for students and faculty to hear nationally-known speakers and has, three years running, with the help and leadership of students, organized a successful multicultural fair at the school. The Cyber Corp Academy helps run the EAST Center and sponsors evening computer classes for adults. The Career Connections Academy has mostly teachers interested in technical and vocational education. The theme of the particular academy shapes some of the more public activities of the group, such as running the computer center or sponsoring trips for groups of students. It does not determine the professional development teachers may choose.

Most professional development prior to the Annenberg grant was mandated by the school district or school administration. The academies were formed to provide a place for teachers to design their own professional development experiences. They also break down the large faculty into smaller groups focused on professional learning. These groups have clearly addressed the issue of size for the faculty by allowing professional development to be more personalized and determined by the faculty itself. Teachers learn a great deal through these academies, and find important colleagues within them. The academies have also been a vehicle for sending teachers out of the school to participate in national-level reform activities. Everyone we spoke with, from Longview's former principal to current faculty, has said that one of the greatest benefits of participating in the Annenberg Challenge has been exposure to a wide range of ideas outside of school, district, city, and state. When we asked teachers what part of the Annenberg work most directly affected their classroom teaching, they always answered, in some form, "The conferences I've attended through Annenberg." These teachers feel their classroom work has been influenced by ideas, information, and contacts obtained outside the school and district. Annenberg has supplied the resources for teachers to attend conferences of their choosing. At the conferences, they often obtain new ideas they bring back to the classroom. These responses were not limited to teachers deeply involved in leading the Annenberg work; even those minimally involved or skeptical of Annenberg reported that attending conferences of their choice affected their teaching.

For the teachers at Longview, the professional learning academies provide the opportunity for them to pursue answers to problems they define in their classrooms—problems relevant to their teaching, subject matter, and students. Over and over again, Longview teachers respond that this opportunity provided by Annenberg funding and their participation in the professional development academies makes a difference in their teaching practice.

In summary, by building and participating in learning communities, teachers in reforming schools increase the odds of improving teaching practices and student learning. These supportive school cultures promote individual and collective inquiry and influence teachers' beliefs and expectations regarding student learning.

MECHANISMS TO IMPROVE TEACHER LEARNING

Reforming schools created a variety of mechanisms to improve teacher learning by helping teachers focus on curriculum and instructional planning. Schools purchased books for teachers and students, established professional libraries, and enhanced instruction in major content areas as well as in fine arts and technology. Annenberg funding helped schools carve out time for teachers to plan during the school day, after hours, and on weekends. By planning strategically, administrators and teachers kept focus on instructional goals related to improving teaching and learning environments.

Most participating elementary schools used Annenberg funds to purchase books. One elementary school lost almost the entire library collection when the roof collapsed following a flood. The principal used Annenberg funds to build a new collection of books including a significant portion of Spanish and bilingual editions. Other schools purchased "leveled" texts as an instructional strategy for increasing children's literacy skills. Many schools purchased books for faculty, as well. For example, an elementary school bought the books *Guided Readers and Writers Grades 3–6: Teaching Comprehension, Genre, and Content Literacy* (Fountas & Pinnell, 2000), and *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey & Goudvis, 2000) to support teachers' knowledge of guided reading.

Middle schools used Annenberg funding to develop professional libraries. One school began their library with books provided through one of the Reforming Schools Summer Institutes. Each year, books are added to the collection. Teachers recommend books from their individual and group study and from attending professional development and conferences.

Moreover, reforming schools used Annenberg funding to enhance language arts, math, science, and technology instruction. Additionally, they used Annenberg support to focus faculty on curriculum integration—both within grade levels and across grades. Many elementary schools purchased books and other instructional materials to help them implement and sustain "Guided Reading" programs. Teachers believed this approach enables them to engage children in the learning process as students can independently select books targeted at their own skill level and advance rapidly without competition through higher reading levels. Furthermore, teachers believe the Guided Reading approach has strengthened their own teaching practices allowing them to teach reading strategies children can employ to master content in other curriculum content areas. For example, a first-grade teacher described the impact of Guided Reading on student achievement:

> *I've seen a huge improvement in just the last year in our children being able to explain what they're doing and why they're doing it, other than just saying because I have to do it to make it to second grade. You can see it tying over to other areas of the curriculum. In math, for instance, we now have a lot of different literature sets—in math, science, and social studies units, etc.—we were able to buy with Annenberg funding. It really carries over. In the last year and a half I've seen our children really develop a love for reading and writing and word building.*

Some reforming elementary schools used another approach to teaching literacy, the "Critical Components of a Balanced Literacy Program" developed by a local university. Many of these schools used Annenberg funding to train the entire faculty in this curriculum approach.

Many elementary schools used Annenberg funds to purchase a third popular reading program, "Accelerated Reader," as a supplement to their comprehensive curriculum. Teachers used this computer-based software program primarily to encourage children to read independently. The software program contains an extensive file of comprehension questions in both English and Spanish from numerous children's books. With the program, children work at their own pace, answer content questions, and earn points toward motivational awards. One middle school replaced its traditional homeroom class with a program they call Guidance and Support Groups (GSG). In this second program year, the groups focused on creating equitable environments for the school's highly diverse student population. Student leaders practice facilitation and leadership skills by attending on-campus leadership classes. As a result of GSG, teachers and students created a Bullying Task Force. The teacher who led GSG design and implementation believes the program is enabling positive changes:

> *I have seen so many things change this year from the previous year. One change is the security and acceptance students have begun to feel at [Woodsedge]. The students are now openly talking to student leaders and teachers. Throughout this year, I have had student leaders bring other students to me to discuss problems they are having. I have spent conference periods with teachers problem-solving student issues that have come up in GSG. I have also witnessed an increased unity among the students. Many students now stand up for victims of bullying and injustice. They feel it is their duty to protect and respond to victims of abuse. They are not only teaching "united we stand, divided we fall," they are also practicing it.*

Teachers are also benefiting from the program. Last year when the program was implemented some teachers expressed hostility. Now some teachers have become the program's greatest advocates. These teachers would fight to keep their "GSG family." They have seen the impact of open dialogue and peer mentoring. Teachers from across the school are talking with each other about their GSG regardless of their teaching subject area. New teachers have found this especially comforting.

Another middle school used their Annenberg funds to fully fund implementation of Project Co-nect, a comprehensive school reform program centered on five benchmarks of effective schools. The Project Co-nect benchmarks are: (a) shared accountability for results, (b) project-based learning—teaching for understanding and accomplishment, (c) comprehensive assessment and continuous improvement, (d) team-based school organization, and (e) sensible use of technology. A veteran science teacher who now serves as the campus Project Co-nect coordinator volunteered to implement the problem-based learning component:

> *I was bored trying to do TAAS, TAAS, TAAS, and I believe in project-based learning. I had done a lot of projects with the kids on campus after school and on Saturdays. Those are the things that kids really remember and get the most out of. So, I had a boss that listened and wanted someone to pilot the concept and show other people what is possible. I am more or less a scout; I'm out there trying to get things going and show the other teachers what works and what doesn't.*

This teacher believes problem-based learning helps students deeply learn concepts enabling them to draw from personal learning experiences when they answer TAAS questions:

> *We have a lot of dedicated teachers here. We are really tight. And, yes, we know that TAAS is important, and we do TAAS remediation. But at the same time we have teachers who don't realize that TAAS is not the end to how students need to be assessed. We have a lot of students who have trouble passing TAAS; but working hands-on in real situations, they're very good. They have a lot of common sense. They have a lot of problem-solving ability when they are in situations like that. For example, one TAAS question asks, "Is this butterfly wing one millimeter, one centimeter, or one meter?" I've seen the kids go out to the greenhouse and take turns using the measuring wheel to measure off meters. These kids know the difference between millimeters, centimeters, and meters. They will know that butterfly wing is not a meter!*

Academic Teaming

Participating middle schools have established "clusters" or academic teams consisting of one social studies, one science, one language arts, and one mathematics teacher who share a common group of students from a single grade level. Teachers believe this arrangement has really helped teachers get to know their students and each other better. Each cluster produces action plans directly linked to improving student achievement. Teachers complete these plans using a consistent format that includes identification of student needs, an implementation plan, identification of responsible persons for data gathering, and a communication and evaluation plan.

Language arts teachers at one participating middle school embraced the New Jersey Writing Project (NJWP) as a curriculum model. In this program, language arts teachers engage students in reading and writing through the use of authentic literature and connections with students' own experiences and knowledge. Many teachers at this school became certified NJWP trainers and began to train other teachers in the school district. Ultimately, the district adopted NJWP for district-wide implementation.

The language arts department chair explains how his school became engaged with NJWP as an instructional philosophy:

> *Because the magnet schools were new and somewhat uncharted, the faculty at [Sunnyvale] was encouraged to seek out grants that could be used to implement new programs and practices. We were very fortunate because we were in a position to implement new pedagogy right away. We were not really working from an old model—we were able to create our own model. In the confusion of starting a new school, we had the freedom to try things and break some rules. We fell into a pedagogy for writing that fit our needs quite by accident. With the ulterior motive to acquire five new computers for each of our classrooms, [Mr. X] and I took the New Jersey Writing Project in Texas three-week institute. In the process another "Ah ha" moment occurred. Could this be the vehicle for change? What we came to realize was: NJWP is not a "program," but a philosophical approach to teaching the process of writing based on Vygotsky, Dewey and other constructivists that could provide the framework on which to hang our goals.*

Substitute Teachers

Most Annenberg elementary schools used Annenberg funding to pay for substitute teachers to allow teachers to participate in both on- and off-site professional development. Additionally, some schools use substitutes to provide classroom support while teachers administer individual student assessments. An elementary principal explains the benefit of using substitute teachers during in-house professional development:

> *We used Annenberg funds to buy days [for substitute teachers] so teachers could sit down as teams and score students' writing samples using a scoring rubric. So teachers were able to score the students' work holistically. And then we asked the teachers, "What do these scores tell you about how to instruct your kids? Is it voice? Is it supporting ideas?" Then we helped teachers create mini-lessons. As a result, teachers scored the writing and then they created plans based on those grades. This is not about giving teachers "activities," it's about changing day-to-day teaching practices.*

Many reforming schools used Annenberg funds to pay for substitute teachers while faculty attended professional development activities. Fortunately, these funds enabled schools to obtain well-qualified substitutes. One high school teacher expressed appreciation:

> *Of course, when we are out either at a meetings or visiting other schools, we need to make sure*

> *that the students are taken care of—and that requires subs and Annenberg helped in this—we were able to build a group of really good subs who would teach—not just childmind—when we had to be away.*

Strategic Events That Helped Teacher Learning

Many reforming schools used Annenberg funding to support their strategic planning activities. Often school administrators and teachers used these planning processes to help them focus their work on goals related to improving their school's teaching and learning environments. Additionally, from these sessions administrators and teachers invested in specific professional development opportunities, instructional strategies, and resources they believed would help them achieve their goals. Some schools developed highly effective learning communities as a result of these activities. In this section, we describe several strategic planning models.

Visioning

One Annenberg elementary school principal believed strongly that the entire school staff needed to develop collectively a yearly instructional plan for the school. She developed a systematic process in which staff collectively identified instructional values, beliefs, and goals. She began the process by devoting two days at the beginning of the school year to an off-site leadership symposium. Eventually all teachers and support staff participated in the process. Ultimately, the faculty produced a school vision statement that highlighted core values and beliefs, such as "a balanced program consisting of strategies, content, and the arts helps to develop and nurture the unique talents of individual students." The work was subdivided as team leaders led their groups to create content-specific beliefs, visions, and goals. As a result of these efforts, teachers benefited from a clearly focused action plan. Since the process also enabled faculty to identify gaps, they selected professional development activities, instructional materials, and additional resources especially targeted to meet identified needs. Through this focused effort, the faculty more effectively met the learning needs of individual children as evidenced by steadily rising student achievement scores.

Reforming schools create teacher teams to examine content areas and discuss curriculum issues. Teachers in one participating middle school meet regularly in department meetings. The department chairperson usually sets the agenda and facilitates discussion. All department chairs are also members of the campus-wide Curriculum Staff Development Committee. The department chairs discuss school-wide curriculum issues and events and take information back to teachers in their departments. One department chair explained the planning process, "We really plan together by grade level. In science, for example, we plan together so we know what we're all doing. The last thing we want to do is repeat something the kids have already done." Teachers reported the meetings significantly reduced feelings of isolation:

> *I have seen more interaction between teachers than when I first came to this school. Then, teachers would say things like, "This is my stuff and I don't share this with anyone." Teachers had their own little stuff. Now it's different. We are sharing more.*
>
> *We are meeting every other day with our department. We are aware of what the other*

> *grade is doing or what the other cluster teachers are doing. So, we are constantly sharing ideas.*

In June 2001 one high school principal established an Instructional Council as a leadership team. In the initial meeting, consultants helped the team develop an instructional focus and design standards-based rubrics. The council also established six early dismissal days so that all teachers could meet in Critical Friends Groups across the campus. Weekly meetings continued throughout the summer. This group also was instrumental in planning and implementing a successful Freshman Orientation event.

An Annenberg Beacon school, Knight High School, consistently described its theory of action as systemic—framed within the Annenberg initiatives. According to the school's 1999 and 2001 School Accountability Reports, their focus is based on authentic achievement: "Authentic Achievement is systemically attained via authentic pedagogy, professional community and effective shared leadership."

Faculty use this theory of action as a hypothesis for data collection, discussion, and process review. Significantly, reflection and examination includes all faculty—administrators and teachers: "A developing problem-solving protocol in order to support the Theory of Action is process-driven and includes ALL staff and faculty…this process is systematized, on-going and embedded into the culture of the school."

Planning Days

Many reforming schools used Annenberg funding to hold off-site faculty retreats. Typically, administrators and team leaders used these retreats to engage in strategic planning, to identify instructional and academic needs, and to develop focused plans for the school year. Administrators and teachers reported these retreats—usually held in modestly priced nearby hotels—made them feel more professional. Even though participation was during personal time, faculty were eager to attend and actively engage in school-wide and content area planning.

Another elementary school used Annenberg funds to support quarterly planning meetings. During these meetings grade-level teams developed collaboratively instructional plans. As a first-grade teacher explained:

> *Annenberg planning days allow your teammates and you to bounce ideas off each other, figure out how you're going to organize your lessons, and how you're going to tie the writing into it. How you can tie your word-building skills into it, and not just plan for a whole class project, but you're going to plan that same thematic activity with the very most at-risk students, to your average students, and then how to enrich for high-achieving and gifted students. So, the planning days and the wealth of materials has been the biggest plus. If we didn't have those planning days, our students would not be able to benefit from well planned and thought out units.*

These teachers believe they created better lessons during these planning sessions. Some groups used the time to develop thematic instructional units. Other groups categorized new books, developed instructional purchase requisitions, or met with content specialists. The effectiveness of this model is tied to focus and accountability. To the extent that teachers used these planning days to focus on instructional planning, regular planning times appear to lead to improved instruction and grade-level communication.

Alternative Schedules

As reforming schools engage seriously in professional development, they create time for teachers to meet during the school day. One elementary school received district permission to revise their school schedule:

> *To solve our problem of a lack of time, we examined our school schedule. The teacher day was 7:45 to 3:30. The student day, 7:55 to 3:15. We felt that if we had time for collaborative planning and training, we would be more effective in the classroom. To coin a Madelyn Hunter phrase, we felt we could teach "More, faster." In this belief, we took 5 minutes off the teaching time from Language Arts, Math, Science, and Social Studies, netting us 20 minutes. We then took the last 15 minutes of the teacher day (3:15 to 3:30) and moved it to the beginning of the day, which meant a 7:30 starting time. We already had 10 minutes before students were released to the rooms (7:45–7:55). All together, then we had 20 minutes from content, rearranged 15 minutes to the start of the day and already had 10 minutes, for a total of 45 minutes. We proposed our teacher day to be 7:30 to 3:15 and the student day, 8:15 to 3:15. Time for school-wide collaboration would then be 7:30 to 8:10. We anticipated our biggest obstacle would be accommodating working parents who would still want to drop their children off at 7:30 on their way to work. We solved that by including a provision that all children eating breakfast could enter at 7:30 and the rest of the students at 7:45. Once children enter our building, they are supervised by our paraprofessional staff in the cafeteria, gym, and hall.*

A reforming middle school revised the bell schedule to create time for 90-minute planning periods every other day. With this schedule, every teacher in the school has substantial time each week for individual, cluster, and departmental planning. Typically, teachers use the time to discuss project-based learning ideas, curriculum issues, student concerns, and logistics. Many teachers believe this alternating block schedule has increased teacher interaction and decreased feelings of isolation.

At Knight High School, teacher learning takes a number of forms. Faculty at this small, experimental high school structured their schedule to include a set of three weekly faculty meetings: Tuesday afternoon, Wednesday morning, and Thursday afternoon. In the Tuesday meeting faculty address general organizational issues and student needs.

The Wednesday faculty meeting focuses on curriculum and instruction planning. The meeting begins at 8:30 a.m. and lasts 2 1/2 hours. During the first hour and a half, the entire faculty of this small high school meets. Faculty take turns chairing the meeting. During the second part of the meeting, faculty divide by responsibility areas—facilitators and specialists. Facilitators are responsible for classes called

Exploratories; specialists are the math, science and language teachers.

The Thursday faculty meeting is a debriefing meeting that begins at 2:30 p.m. and lasts one and a half hours. At this meeting faculty discuss curriculum and general issues identified at the previous week's Wednesday curriculum and planning meeting. During this faculty meeting, students are away from campus engaged in service learning activities.

In addition to the above there is also a Senior Committee that meets every Monday for 45 minutes. This committee specifically focuses on senior student needs—graduation issues, portfolio issues and senior discipline issues. At one meeting, seniors who failed to meet a required deadline were discussed. The discussion ranged from what the penalty should be, whether there should be a penalty, to whom should be responsible for delivering the penalty. Ultimately, the group decided that each of the students should appear before the committee and explain why they should be allowed to graduate on time. Each decision would be made separately rather than a blanket punishment.

Documentation and Portfolios

Using Annenberg funding, five Beacon schools formed a network in 1998 to create methods for documenting school change. Led by an Annenberg-funded university-based researcher known as a Planning and Evaluation Consultant, administrators and teachers collaborated across and within schools. As a result of this collaboration, the group envisioned developing school-wide portfolios. Initially principals were deeply involved in the discussions about evaluation and documentation of change. They envisioned constructing rich in-school records from the teachers' perspectives. These detailed records, they hoped, would provide evidence of teachers' instructional practice, student learning, and school context. Principals quickly turned the portfolio development process over to their teachers and gave them classroom release time one afternoon per month for the project.

Participating teachers used the meetings and an electronic Listserve to share innovative ideas, discuss issues and concerns, and plan future meetings. These teachers—who now call themselves the Portfolio Cohort—have chronicled their process and products in their campus-specific portfolios. They share these portfolios with teachers and students inside their schools and with local, national, and international audiences. Locally, they provide the portfolios as "evidence" of school-level reform to peer review teams, external evaluators, parents, and others in their community. Recently, the Portfolio Cohort presented their work nationally at the annual meeting of the American Educational Research Association (AERA)[9].

The Portfolio Cohort expanded from five to six schools in 2000 when another middle school joined the group. Teachers from this middle school, an Annenberg-funded Lamplighter community, met Portfolio group members through their mutual reform work. Welcoming this school into the Cohort is one way teachers and administrators in Annenberg schools have spread the reform work. By building capacity among funded and nonfunded schools, teachers and administrators increase potential for reform sustainability.

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[9] The Portfolio Group presented Session 6.08 entitled "The Value and Validity of School Portfolio Making" at the 2002 AERA annual meeting in New Orleans, Louisiana.

The high school members of the Portfolio Cohort developed impressive school portfolios to document their Annenberg work. The portfolios include narratives and extensive appendices that provide documentation of and reflection on all the activities funded by the Annenberg grant. Each year, the portfolio takes up one or two file boxes. In a narrative describing the Annenberg reforms, leaders have written that the portfolio project "began as a compliance document for continuation of the Houston Annenberg Challenge Grant; however, it has evolved into a learning document from which we can see where we have been, where we are, and where we are going." In this spirit, the document not only highlights the achievements of the school, but also describes problems and barriers to achieving the aims of the school mission statement. Prior to each year's portfolio deadline, a group of Annenberg lead teachers spend considerable time and energy creating this document. Creating the portfolio requires that all Annenberg-funded activities are documented throughout the year. During the first several years of portfolio production, much of the work was done after school and on weekends, including long Saturdays at a member's home. In the last year, the work of creating and refining the portfolio was more often done during Critical Friends Group meetings or meetings of other program committees, so that the portfolio work became an institutionalized part of the reform work.

Creating this extensive portfolio of reform work has become an important feature of life for the faculty most involved in the Annenberg reforms at Longview. Seen as an "affirmation," the portfolio serves as a presentation of the reform work and the work of the reformers. It provides an alternative source of qualitative evidence that difficult and important work is being accomplished in a world where numbers often seem to matter most. It contributes to the learning of the teachers and the school community as a whole by forcing leaders and other reform participants to be explicit about what they are doing, why they are doing it, what they hope to accomplish, what they managed to accomplish, and what they learned along the way. The school portfolio is presented proudly in many forums and has become an integral aspect of Longview's reform.

Furthermore, the portfolio provides an outlet for reducing isolation among teachers and between teachers and the broader educational community. It has been a platform for teacher learning, since those involved have had to reflect on their goals, sources of evidence that they have met those goals, and ways of representing their practice to people outside the school walls. Participants in portfolio building relate that it is a positive experience to be able to express the aspects of their work that are important to them. The portfolio allows them to represent their work with a lasting document, of which they are very proud. Each year, Longview and the other Beacon schools present their portfolios in a "gallery walk" during the Fondren Reforming Schools Summer Institute at the University of Houston. Teachers, principals, parents, university staff, and other members of the community can view the portfolios at an event that is part celebration, part reflection on the schools' work.

PARTNERSHIPS SUPPORTING LEARNING

Developing collaborative partnerships is at the heart of Annenberg reform work. Funded schools engage actively in creating and sustaining partnerships within schools, among schools, and with area university faculty, parents, and a wide variety of community organizations. Participating elementary schools use a number of strategies to encourage teachers and administrators to work collaboratively. The Critical Friends Group (CFG) process is one of the most popular and widely used strategies. As previously discussed, CFGs are a type of professional development that focuses teachers on improving their teaching strategies and their students' learning outcomes. CFGs help reduce teachers' sense of isolation and promote a more personalized learning environment for both teachers and students. Teachers collaborate across traditional categories such as content areas or grade levels. Consequently, teachers develop professional relationships with other teachers whom they would not ordinarily know.

Additionally, both teachers and administrators use CFGs to collaborate across networks of schools. Teachers report that CFGs provide them the opportunity to meet and to work with faculty from neighboring campuses. Teachers benefit by expanding their professional networks and by extending curriculum integration vertically and horizontally across campuses. Students benefit from more consistent instruction across schools and from additional support during transitions from elementary to middle school and from middle to high school.

Teachers develop collaborative partnerships by forming study groups and action research teams. Through these activities teachers develop their professional knowledge and create innovative, experimental teaching strategies and learning environments. In these groups teachers benefit from encouragement and support for development of new ideas and group problem solving. Students benefit from an array of rich learning opportunities designed with their needs in mind.

Increasingly, reforming schools are joining with networks of schools in the same geographic area to implement programs and activities. In these networks schools with more established reform initiatives mentor schools in earlier reform stages. Through these partnerships, experienced teachers help faculty from other campuses customize activities to the particular school. In this way, theory is transferred along with best practices so that new reform initiatives are less likely to become empty shells or structures without substance.

For example, teachers from one funded middle school meet four times each year with teachers from the elementary, middle, and high schools in their feeder pattern to analyze curriculum alignment issues. Many teachers from this middle school said their involvement in this vertical alignment process had significantly enhanced their understanding of curriculum issues and contributed to their professional growth.

At these meetings teachers discuss what they need to align and consider how they will structure the alignment activities. These conversations are critically important. For instance, science teachers deliberated about whether they should create a common list of science vocabulary words or emphasize concepts. Using the state curriculum standards, TEKS, the group decided to start with vocabulary and move to deeper concepts over time. This year the group completed a vocabulary list, designed a Web site, and created an online science dictionary.

As a Beacon school, Longview has maintained working relationships with the other Beacon schools and pursued joint projects. Longview has emerged as a leader for reforming schools in Houston, by example and through joint programs. The school's Annenberg leaders have played an important role in this, as they have become involved with other schools, are active in the Houston Annenberg organization, and have been extremely active sharing their work through conferences and other presentations.

For example, the school reaches out to the community with *The Beacon*, a Longview newsletter published every two months. It features articles by faculty and students discussing their experiences at the school, particularly with activities sponsored by Annenberg. Students have written about their experience with the International Academy, meeting diplomatic and governmental figures; others have written about their Anti-Defamation League activities or Capstone projects. Teachers have written about professional development conferences or presentations. News of activities such as the multicultural fair is included, along with a calendar of upcoming events.

The Beacon has been an interesting, stable feature of the reforms. It is distributed within the school and to a mailing list of interested individuals at other schools and in the education community. It has provided a forum in which teachers and students can celebrate their achievements and publicly reflect on their work improving the school. The newsletter has been a tangible form of sharing with other Beacon schools, universities, and those interested in education reform in Houston.

Partnerships With Universities

Many reforming schools have established long-term partnerships with area university faculty. These faculty form constructive partnerships with teachers and administrators. Through these constructive partnerships, university and school-level faculty use current academic research to develop school-wide plans, to assess particular content or instructional areas, and to evaluate the effectiveness of their efforts. Schools report the university partners serve them as valuable sets of "external eyes" that help them see problems more clearly. University partners support reform by helping school faculties stay focused on their goals and by assisting them in making mid-course adjustments to their strategic plans.

Middle schools used Annenberg funding to create and to sustain a variety of university partnerships to promote improved teaching and learning. On one campus, teachers participate in school-university partnerships focusing on teaching science, math, and language arts. Some campuses also engage in university partnerships as sites for pre-service teachers' student teaching experience. Middle schools collaborate with local university faculty to increase their own content knowledge. One partnership focused on improving math instruction. As a result of their participation, teachers implemented a series of strategies including using hands-on learning activities and offering parent math classes. Moreover, with increased content knowledge, teachers implemented algebra courses for eighth-grade students. By having access to accelerated mathematics courses in middle school, students could begin college-preparatory curriculum early.

A group of middle school teachers worked with an area university professor and teachers from other Annenberg-funded schools to consider and implement teacher research projects. As a result of their work, they have developed a book that is currently in the process of being published by a national academic press. Essentially, the Sunnyvale teachers involved in this group have worked together to become researchers. They have read and discussed scholarly works and have established their own research agenda regarding their school and its needs. They have become active analysts and writers, seeking out arenas in which they can publish and present their findings in the hopes of widening their community of learners. Their book proposal detailed over 20 chapters, each to be contributed by teachers from participating schools. The focus of the text is a critical examination of how school reform is experienced and known by teachers.

Another middle school–university partnership focused on a program entitled *Cultural Conversations*. In this program, university faculty facilitate workshops for adults and students to take a guided look at their own cultural backgrounds and assumptions as well as those of their peers. Facilitators intend to create a dialogue based on mutual respect for and understanding of diversity by focusing on research that shows how learning is linked with one's linguistic and cultural background. These groups attracted so much interest that enrollment was opened to any adult throughout the district who would like to participate. Many of those who completed the program commented that they found the workshops extremely useful. They indicated that their participation shed light on their interactions with their students, their students' parents, and with one another. What was most surprising, however, was how much many of those who participated seemed to have learned about themselves and about their own interaction styles.

A high school used Annenberg funds to employ a local university professor to serve as their planning and evaluation consultant. Over five years her role has included assisting with grant writing, strategic planning, and internal-external evaluation. This consultant frequently attends faculty meetings and activities at the school. The principal reported she was such a frequent visitor that they decided to give her a school identification badge like the ones worn by students, teachers, and administrators.

The P & E consultant has been an important influence on the Annenberg leadership at Longview. She brought teachers perspectives and theories on school change and supported teachers' creation of individual and school-wide portfolios. Under her advice, teachers have written extensively and shared these journals in teacher study groups. She has emphasized teacher reflection as a tool for learning, and her role as the most significant outsider in the reform has greatly influenced its course. Because of her influence, teachers at Longview have adopted reflection and journaling as a regular part of their work. This has helped to create a highly thoughtful faculty who can consider the outcomes of their work and are unafraid to examine negative results or explore criticism.

Partnerships With Community Organizations

One elementary school lists 15 active partnerships with an array of community organizations, including the local neighborhood association, community college, Girl Scouts, Chamber of Commerce, Methodist Hospital, the Museum of Fine Arts, and the Houston Symphony. Students benefit from viewing high-quality work by international and local artists. Teachers schedule museum visits as part of long-term, in-depth lessons. For example, during one Museum of Fine Arts visit, children studied the work of Diego Rivera. Their integrated curriculum lesson included elements of mathematics, art, and social studies. The teacher described the lesson:

> *The Diego Rivera math project incorporated art and social studies to develop awareness of how math is used in all areas of life. The students needed to express and justify their math tie in a paragraph. The math project was a three-week process.*
>
> *Students studied murals of Diego Rivera. They discussed the social issues addressed in each mural, which generally addressed labor issues. Students brainstormed various social issues they were concerned with, then divided into small groups by interest in the topic areas.*
>
> *Students did research on their social issue of choice. Not only did they have to just research their topic, they had to find a mathematical tie. After their research was complete, and their mathematical tie was fully developed, the students created a narrative mural. Each mural portrayed the social issues and how people can help address each issue in the style of Diego Rivera's murals.*
>
> *Finally, students went to the Houston Museum of Fine Arts and visited the Diego Rivera exhibit. The students thoroughly enjoyed the artwork, especially since they had a personal tie to the artist's works studied in math class.*

A school with a very low socioeconomic student population dedicated a portion of their Annenberg funds to conducting a community needs assessment. To conduct this needs assessment, the school created a partnership school administrators, teachers, and parents; they called this partnership "PATHWAY" (Patrons, Administrators, and Teachers Helping With All Our Youth). The partnership arranged meeting at eight local apartment complexes and provided free dinner to the first 100 families to arrive. At these meetings, parents completed surveys to elicit parent views about ways in which the school might help parents and their children. Parents reported their families needed safe housing, social services, recreational facilities, and the adults needed job training skills.

After analysis of these surveys and information collected at community-based focus groups, these elementary school administrators and teachers worked with concerned parents to create a community-based outreach center. An outreach coordinator funded through multiple grants oversaw operation of the

Center. Teachers and others in the community were recruited as center volunteers. At the center, volunteers supervised the children doing homework and provided snacks. At the center, parents could also listen to speakers who might talk about teen pregnancy prevention, drug awareness, or other social services. Additionally, the center sponsored ESL classes, Sunday religious services, and a summer food program.

One reforming middle school collaborates with local Latino writers from a group called "Nuestra Palabra: Latino Writers Having Their Say." Participating teachers detail benefits of this partnership:

> *Our partnership with Nuestra Palabra has offered us access to visiting writers. This partnership made it possible for us to send writers to schools we felt could benefit from these particular authors. Our brainstorming sessions with Tony Diaz have resulted in the "Family Stories" program being launched this year. This partnership has also opened the door to other partnerships. One with KPFT radio station that airs Tony Diaz's Nuestra Palabra Radio Hour and one with Univision television station that runs public service announcements for the "Family Story" program.*

Middle schools also form partnerships with neighborhood associations. Students pick up trash in surrounding areas, and association members support school activities. Association members also serve on campus advisory committees. Increasing community between schools and neighborhood associations has reduced conflict and increased resources.

One reforming middle school used Annenberg funding to initiate an artist-in-residence program. Often such programs focus on fine art; this school expanded the concept to also include language arts, math, science, and social studies. Teachers brought speakers and practitioners in an array of fields into the school to work one-on-one with students and with groups of students. One of this year's successful events was a visit from a puppet-maker who uses his creations to portray traditional Hispanic folktales. Other artists in residence have painted, sculpted, and worked in various three-dimensional mediums with the students.

Fine arts teachers have brought many different professional artists to campus throughout the reform to supplement and inform their creative work. The theater teacher has hosted visiting actors and technical professionals. Music instructors have brought professional musicians and clinicians who work with the students on the development of specific skills. Visual arts teachers have recruited numerous artists of different mediums to work with their students in the creation of multiple artistic pieces that now proudly adorn walls, ceilings, and display cases throughout the building. Papier machéd chairs became whimsical animals and cultural folk arts objects. Students worked on their own time to complete these folk art chairs that graced the middle aisle of the school transforming it into an art gallery. A muralist guided the students in their creation of wall murals that reflected the multicultural life of the school.

As a result of these experiences, students have not only had the opportunity to create their own works of art, but have gone on to compete with their finished products in several fine arts competitions both within and external to the district. In spring 2002, for example, four students from Sunnyvale were Regional Gold Key Winners of the Scholastic Art Award, celebrating the achievements of young artists in the county, and automatically qualifying them to compete for the national Gold Key award. Seven students from Sunnyvale also won awards at the Houston Livestock Show and Rodeo School Art Program. From over 20,000 pieces submitted for competition from the district, three Sunnyvale students were selected as finalists in the Best of Show/Gold Medal category, and four won First Place/Blue Ribbon awards for their pieces. For the fine arts department, the in-residence program has truly functioned as planned, creating an individualized learning environment through which many students have forged the path of their own progress.

Additionally, language arts teachers brought authors who read from their publications and talked with students about their trade. Last year, social studies teachers created a unique "virtual in-residence" program via video. The science and math departments have also played host to several campus visitors, from astronomers to environmental scientists. Another particularly successful venture was the collaboration of Sunnyvale's synergistics laboratory teacher with several local experts from the aviation industry. Through his interaction with these professionals, this teacher was able to bring a professor of aviation to campus to teach lessons on aviation in the synergistics lab. In addition, aviation students went on several field trips to flight schools, where many of them not only experienced their first flight, but also, under the guidance of the flight instructors, were able to try their hand at actually flying the plane!

Partnerships With Parents and Families

Annenberg schools continue to create significant links with both parents and the community. The schools' efforts target parental literacy, using the community as a resource. Reforming schools used Annenberg support to develop outreach centers that provided on-campus parent-child activities, family nights, and other special events. One elementary school hosts regular Doughnuts for Dad and Muffins for Mom events. At this school staff announce arriving parents on the school-wide intercom. Sometimes children give their parent tours of their favorite places at school such as the library and their classroom. Other times parent activities are scheduled to coincide with major campus programs such as Cinco de Mayo festivals.

Schools encourage parent participation in academic content special activities, as well. For example, many elementary schools hold Family Math Night, Family Science Night, and Family Reading Nights. One Family Reading Night involved parents and their children in "hands-on" strategies to encourage home reading. Attendance at these events is usually quite high, and both parents and students benefit from learning academic content information through pleasant, enjoyable activities.

While parent welcome activities focus on improving parent, child, and teacher communication, other activities focus on adult education opportunities. Parents attend ESL, GED, and computer classes at the elementary campus.

Many participating elementary schools used their Annenberg funding to support a Community Liaison position. On one campus, the Community Liaison position description states,

> *Reforming schools also have created Parent Centers at many elementary schools. Staff stock these rooms with health and human service resource information, community pamphlets, and comfortable tables and chairs. Parents use these rooms in a variety of ways. In these settings the Community Liaison person may discuss with parents adult literacy classes, employment and unemployment information, and parenting issues. Single parents and grandparents who have child custody also receive support. Typically, staff translate all information into Spanish for parents who do not speak English.*

Reforming schools also used Annenberg funding to develop volunteer tutoring programs. One elementary school created a program called BEARS (Buddies Engaged in Academic Reading Success). Using Annenberg and other funding, faculty-trained community volunteers to serve as first- and second-grade literacy tutors. During one year, staff trained 20 volunteers in strategies adopted largely from the Reading Recovery program. Annenberg funds were also used to purchase volunteer training supplies and materials. Staff provided each volunteer with a three-ring binder containing school policies and instructional ideas, strategies, and activities. For example, each volunteer received a list of prompts to use with the students they tutored; these prompts included questions such as, "Does that make sense? Try it again," and "Is there a part of that word you can read?" Additionally, staff provided volunteer tutors with lesson plan outlines and research-based books such as *Help America Read: A Handbook for Volunteers* (Pinell & Fountas, 1997).

Middle schools struggle typically with low parental involvement levels. However, parents are more likely to attend evening sessions at school focused on family involvement in specific content areas. One reforming middle school experienced substantial increase in parent participation this year when they hosted a Family Mathematics and Science Night. Along with providing a spaghetti dinner, teachers arranged hands-on activities for parents and their children and encouraged students to show their parents examples of class projects.

Another middle school hosted an annual Fall Festival for parents, students, and the community. Festival organizers arranged book-walks (based on the cake-walk idea), games, refreshments, a clown, and a pumpkin-decorating contest between the middle school students and the elementary and high school students in the feeder pattern. Supported by Annenberg funds, schools intend for the Fall Festival to open the school up to the community. The event also allows potential students from elementary schools to assess the middle school environment. Each year, attendance has increased and feedback has been overwhelmingly positive.

Middle schools offer parents free classes on site. One popular class focuses on computer and Internet training. Typically, classes meet on weekday evenings and Saturdays. By building the tech-savvy of parents and community members, the school hopes to raise awareness of the role of technology in education and society, thereby increasing the likelihood that parents will choose to make technology available in the home and/or will encourage their children to master such resources. According to qualitative measures, this program is overwhelmingly successful. Steady attendance and positive comments from both attendees and the instructor indicate that this program is fulfilling its intended purpose.

Another class middle school teachers designed for parents focused on mathematics. During weekly classes, middle school teachers provided parents information to assist them in helping their children with mathematics homework and test preparation. The mathematics department teachers' team taught while providing parents hands-on materials, demonstrations, and study notes. Participating parents reported these classes were very helpful.

A reforming high school used Annenberg funds to create a unique summer program called Camp Soar. Held over four weeks each summer since 1999, Camp SOAR this year welcomed 180 local children, ages 8–11, free of charge. It was designed, in the words of its director, to "provide guidance and molding" for children in upper elementary and middle school, in part to prepare them to succeed in high school. As an added benefit for Longview students, Camp SOAR provides summer jobs for about 20 high school students who act as counselors. Through this experience, these students interact closely with faculty who run the camp, mentor younger children, and practice being teachers.

Beginning at 7:30 a.m. with a precamp program, children report to Camp SOAR; some stay until 6:00 p.m. so that parents can complete their workday. The pre-camp program, from 7:30 –9:00 a.m. begins with fun programs to interest the kids. During the main portion of the Camp, from 9:00 a.m.–3:30 p.m., students participate in a home group; each home group has a theme such as "Diversity," "Helping Others," "Healthy Earth," and "Peer Pressure." Within these groups, children pursue various projects. During the regular camp day, they also take turns attending skills classes, visual arts classes, computer instruction, and swimming. The curriculum is mixed with fun as learning is integrated into thematic projects. Each home group creates a culminating portfolio that includes their work, pictures of their work, writing about their experience, and other artifacts. Both students and teachers call the camp highly successful, and full enrollment verifies the camp's popularity.

An excerpt from one researcher's notes vividly describes the camp's atmosphere:

> *Arriving at Camp SOAR, we see that the children are divided into groups that instill values under specific themes. One group's theme, "Healthy You/Healthy Earth" has led the camp by collecting canned goods for the local homeless shelter and organizing a clean-up detail for the ground and following meals. Each group has a teacher-counselor and two paid student counselors. Student counselors praise the team atmosphere of the program as they interact with the 12 faculty members who run the camp. There are also specific teachers for the visual arts class, the education-portfolio class, and the computer technology class. These classes coordinate some of these activities around a central theme tied to their weekly field trip. Preparing for a trip to the Houston Natural Science Museum meant an*

> *interdisciplinary solar system project, butterfly art, and a visit from Reptile Awareness, with live snakes and tortoises. As part of their introduction to the high school, the students move from classroom to gym to art room to swimming pool, to the outdoor track on a six-period-a-day schedule. Camp SOAR culminates when parents arrive on the last day for a swim meet, basketball tournament, talent show and barbecue prepared by the school's FFA program.*

Each year, between 12 and 20 Longview HS students serve as counselors at Camp SOAR. One stated in her written reflection on the experience simply but powerfully that Camp SOAR "was my first job." Others have written eloquently about how it feels to help younger children, and that the experience has sparked an interest in working with children or becoming a teacher in the future. In this way, Camp SOAR provides meaningful jobs and learning over the summer for a group of Longview students. Their work each day with children helps them better understand the community where they live, reflect on their own school experience, share what they know, and learn to lead others by example and through teaching. High school students talked about their experiences:

> *I'm the youngest of four so I never got to be the role model—the one people looked up to. I always looked up to the other ones. But working in Camp Soar, I get to give something back. I like the feeling of teaching the kids and being able to tell them, "No, that's wrong," or "This is right."*

> *We get to interact with the children. We found out they needed to improve their reading—so it helped us to be able to help them more than by just taking them outside to play. I learned that actually it's really hard to be in front of a group of people and try to teach them.*

Participating high school "junior counselors" undergo several days of training, then work each day of camp in the home groups, the classrooms, the cafeteria, and everywhere. In this environment, older as well as younger children grow and develop through these powerful learning experiences.

Camp SOAR was founded because of community complaints that middle school aged children from a local apartment complex were getting into mischief over the summer. Even though the complex owner who initially offered to fund the camp sold his apartments, Longview undertook the project by using Annenberg funding and obtaining many community partners. For example, because approximately 80% of the students have been identified by the city as at a low socioeconomic level, the Houston Parks and Recreation Department provides daily box lunches. Kroger, Dominos Pizza, HEB, and PepsiCo supplement the Annenberg funding with reduced and/or free food and drinks for breakfast and two daily snacks. Additionally, teachers voluntarily give up part of their summer vacation and lead workshops at the Early Bird Program from 6:30–9:00 a.m. where they show students the science of making ice cream, or discuss racial perspectives by making cut-and-paste masks.

A participating high school created a computer drop-in center for students and adults in the surrounding community. The EAST Center, or After-School Technology Center, is open for students from 3:00–5:00 p.m. and for adult night classes. The center, a classroom fully equipped with computers, was initially developed because a 1997–1998 survey indicated that many Longview students did not have computers at home. Over the term of its existence, it has provided a very important opportunity for students to have access to computers for homework, projects, and their own research.

The EAST Center is staffed by teachers and by 15–20 high school student "Roving Assistant Technology Specialists," known as "Lab RATS." For these students the EAST Center creates an invaluable opportunity to gain employment experience directly with computer technology. The experience builds their skills and confidence and paves the way for future employment.

Longview has been very successful in obtaining new technology for its students and teachers. This year alone, two computer labs have been fully equipped. As a result of receiving more equipment, students used the East Center less this year. Longview's School Accountability Report for 2001–2002 states that they have learned "it is important to pursue continue upgrades of hardware and software as they become available."

The school may find it difficult to keep re-equipping the EAST Center, because of the cost of new equipment. However, two very important traditions have been established at Longview as a result of this program. First, the notion that it is important for the school to ensure equity in computer access was the central idea for founding the EAST Center. This is a very important, rather unusual step for a school, one that should continue even if in an alternative computer lab. Second, the idea that students can be helpful to others learning computers is commonly understood but rarely institutionalized by schools. Teachers who use classroom technology often state that they learn a lot from students, but this mostly takes place informally. The Lab RATs program is very innovative in that it takes advantage of students' facilities with computers to employ them. Students get job experience and a vote of confidence at the same time as supplying cost-effective labor for staffing the labs.

Furthermore, the East Center has provided adult computer classes for four years. Adults learn basic computer operation or a variety of software applications such as word processing, databases, spreadsheets, or website creation. These classes provide a valuable service to the community, as computer skills are essential for today's labor market. The classes, held in course-based sessions, have solid enrollments and fairly even attendance throughout. Participants report that the classes have been very useful.

This program has provided one avenue for reducing isolation between the school and the community. It allows community members to experience the school as a resource, and brings parents and others to the school. The program is also important functionally and symbolically as a way to demonstrate that the school's responsibilities and interests do not stop at its walls.

Another reforming high school implemented Project Reconnect, a program designed to provide services and support to families in the school community. Annenberg funding contributed to the salaries of teachers and the project coordinator. Through Project Reconnect, the Port Learning Community has been reaching out to its parents with GED, ESOL, and computer classes for the past five years. Additional classes in nutrition and parenting were added in the past two years to meet the needs of parents in the community. Since the majority of Port's students are from Latino backgrounds, most of the classes have been taught in Spanish. At the same time, Project Reconnect has offered Karate and arts and crafts for the children of parents taking these twice a week classes in the evening. An end-of-the-year banquet celebrates individual achievements. All classes are offered free of charge.

Parents with small children attend morning craft activities and ESOL classes. Students from a high school computer class assist parents with one-on-one computer training. Other students who needed community service hours for the Texas Scholars programs support parents in the evening classes.

The Project Reconnect room, designed to be family friendly, has tables set up with chairs around them, photographs of activities and celebrations, children's books, a few toys, some arts and crafts supplies, and a corner with comfortable sofas where small children can read, play, or be read to. A small storeroom opens off from the classroom. A display of photographs on one wall shows the parents in the Project Reconnect classes involved in activities like computer learning, or celebrating holidays—Valentine's Day, Easter, Cinco de Mayo. Along with the presence of one or other of the four generations of the coordinator's family, this creates a relaxed atmosphere.

Arts and crafts classes provide three opportunities for participating adults. The women can draw on their own skills as they are introduced to the United States culture and celebrations. The classes are an opportunity to come together with others in a nonthreatening environment. Finally, the classes provide an opportunity to discuss academic arenas that are important for these families and their children.

English as a Second Language is one of the most popular classes. The coordinator felt that language was key in increasing parents' confidence and ability to get actively involved in the school. Besides the range of classes, there are many field trips and celebrations, as evidenced by the photos in the Project Reconnect room. One especially valuable field trip involved visiting colleges and finding out about careers and grants or financial aid that could provide opportunities for the high school students and possibly the parents. A workshop was offered on ways to get computers for their children.

This past year two six-week programs on parenting and nutrition were added. In these classes, parents learned about family growth and development. Additionally, adults talked about their own experiences growing up. Generational patterns of dealing with anger and possible abuse were brought to light in the discussions. As the coordinator explained, "This was a process where they [participants] learned how to deal with times when there was drinking or angry parents, or such, or abuse, and then they learned how to really get things across to their children—how to really grow as a family, how to better themselves as a family."

In the nutrition class, parents were encouraged to diversify their diet beyond the rice, beans and meat staples to help lower cholesterol. The Coalition of Behavioral Health Sciences in the district came in and talked about tobacco and drugs, and what to watch out for with our students.

Additionally, the Project Reconnect coordinator became a trainer for "Ready to Learn," a pre-school program coordinated with PBS that is designed to support parents in helping their children learn to read. The program is geared for pre-kindergarten through first grade. In one workshop in a learning community elementary school, 67 parents were in attendance. Through the program, parents get books for their homes and Project Reconnect receives books for its program.

In summary, reforming schools significantly reduced isolation within schools, between schools, and with the community by forming substantive partnerships. Multiple efforts to increase teacher learning led administrators and teachers to collaborate extensively. Collaboration became an implicit and explicit mechanism that drove the engine of school reform in Houston. Linking collaborative methods to improvement of curriculum and instruction expanded resources and promoted synergy. Furthermore, by creating constructive partnerships, participating schools increased community capacity for school improvement thereby deepening and broadening the reform across the metropolitan Houston area.

TEACHER SURVEY: ATTITUDES, PERCEPTIONS, AND BEHAVIORS

Teachers from the same high schools as the students in the sample were surveyed as part of the outcomes assessment for the project. The first table displays the demographics of teachers for Year 3. The following tables focus on teacher attitudes, perceptions, and behaviors; teacher differences by ethnicity; teacher differences by gender; and the relationship between those factors and teacher outcomes.

Teacher Demographics

Three major conclusions could be drawn from the findings shown in Table 1. The majority of teachers in the classroom were female (80.4%). Nearly half (45%) of all teachers had more than 10 years of classroom experience with an even distribution among the other three ranges (17.9% to 18.6%). The findings revealed that the majority of teachers were White (56.4%), with African American teachers (25%) comprising the next largest group, followed by Hispanic (13.3%), Asian American (3%), and American Indian (.3%) teachers.

A review of teacher demographics for the three-year period of the grant reveals that the distribution of teachers among the different racial/ethnic groups remained consistent. Because a cohort of teachers was not identified and followed during the three years of the grant, the three teacher samples for Years 1, 2, and 3 do not necessarily represent the same teachers.

Discussion on teacher attitudes, perceptions, and behaviors focus on those factors in which teachers reported higher and lower levels in their beliefs. One

Table 1: Teacher Demographics

Group		Frequency	Percentage
Gender	Male	234	19.60
	Female	959	80.40
Teaching experience	0-2 years	222	18.30
	3-5 years	217	17.90
	6-10 years	225	81.41
	More than 10 years	546	90.42
Race/ Ethnicity	American Indian	3	0.30
	Asian	35	3.00
	Black	294	25.00
	Hispanic	156	13.30
	White	663	56.40
	Other	25	2.10

positive teacher finding discloses that teachers made exceptional efforts at eliciting student input (*n* = 4.33). Teachers often relied on relating subject matter to student experiences or having students explain their reasoning as instructional strategies. Moreover, teachers reported that their lessons focused on covering concepts and basic facts related to a specific topic (*n* = 4.12), efforts that were made to fully develop student skills. A final highly positive finding was the degree to which teachers interacted with parents and community members. See Table 2 for the data.

In contrast to the goals of the Houston Annenberg Challenge, teachers reported a very low frequency in teaching jointly (*n* = 2.30). Teachers did not engage colleagues in team-teaching activities and did not participate in observing other teachers teaching. Not only did teachers report a lack of collaboration among themselves, but they also indicated that assigned projects of a least one week's duration were minimal (*n* = 2.76). Students were also minimally involved in classroom debate and discussion that would last for more than half a period.

Another disappointing finding was the perceptions on the part of teachers that Annenberg activities had not been very effective in bringing about reforms (*n* = 2.81). Indicators of this factor asked teachers to identify to what extent twelve distinct Annenberg activities (e.g., Lamplighter Institutes, Peer Review training, CFG coaching process) helped support the school's reform efforts. The scale was anchored with 2 indicating *very little* and 3 indicating *somewhat*. Furthermore, teachers were jointly asked to indicate whether they and others in their school had been involved in Annenberg activities. For the 12 Annenberg activities listed, the percentage of teachers indicating they had been involved ranged from 8.9–24.2%.

A final negative perception on the part of teachers was the belief that student absenteeism and dropout rates had not decreased because of reform efforts initiated by HAC. These items were coded so that 5, the more desirable score, indicated a decrease in absenteeism and dropout rates. However, the majority of teachers (44–52%) reported that professional development activities "frequently" addressed the following five topics: (1) *the goals of the school*, (2) *development of new curriculum*, (3) *managing classroom behavior*,

Table 2: Teacher Attitudes, Perceptions, and Behaviors

Construct	Mean
Effectiveness of professional development	3.75
Professional development outcomes	3.44
Frequency of activity involvement	2.95
Teacher interaction	3.43
Joint teaching	2.30
Parental involvement	2.60[a]
Interaction with parents	4.10
Develop reading skills	3.57
Use traditional methods	2.87
Duration of activities	2.76
Include student input	4.33
Cover facts and concepts	3.95
Develop skills	4.12
Use of projects to assess	3.25
Use of objective tests to assess	2.64
Use of writing to assess	3.20
Effectiveness of reform efforts	2.81
Teacher collaboration	3.90
Engagement of school in reform	3.85
Change in student scores and behavior	3.67
Change in student retention	2.85
My professional development experiences have advocated practices I do not believe in.	2.34
My professional development experiences have been self-directed.	3.33
My professional development experiences have been isolated with no follow-up.	2.45
In my target class, I have students work in cooperative groups.	3.99
The lessons in my target class were focused on reviewing content or skills from a previous grade level.	3.38
The lessons in my target class were focused on studying a topic in depth.	3.81
The lessons in my target class were focused on developing mathematics skills.	3.77
The lessons in my target class were focused on incorporating homework into the assignment.	3.79

Note. Scores are based on a scale of 1-5, where 5 is the most desirable score.

[a] Score is based on a scale of 1-4, where 4 is the most desirable score

(4) *helping students learn best*, and (5) *helping teachers how to teach effectively*.

Ethnic Differences in Teacher Attitudes, Perceptions and Behaviors

Significant differences among ethnic groups were found on 10 factors. In most cases, the difference was found between African American teachers and White teachers, with African American teachers reporting more positive beliefs. This analysis must be interpreted recognizing that 223 (16%) of the 1,399 teachers sampled declined to identify their race. The data are displayed in Table 3.

As represented in Table 3, African American teachers engaged more often in the use of traditional pedagogy in the classroom. These teachers depended on the use of traditional methods concentrating more on facts and concepts and utilizing objective tests to assess student learning, more so than White teachers. Hispanic teachers tended to focus more on teaching reading skills as opposed to White teachers.

Gender Differences in Teacher Attitudes, Perceptions and Behaviors

Female teachers reported much more positive perceptions regarding: (1) the effectiveness of the professional development provided by HAC, (2) the selection of topics for professional development, (3) involvement of students in the classroom, (4) interactions with parents, (5) concentration on teaching reading skills, (6) collaboration with other teachers, (7) the degree of engagement in school reform efforts, and (8) changes in student scores and behaviors for the better.

Table 3: Ethnic Differences in Teacher Attitudes, Perceptions and Behaviors

Construct	Higher	Lower
Effectiveness of professional development	African American	White
Professional development outcomes	African American	White
Professional development topics	African American	White
Frequency of activity involvement	African American Hispanic	White
Interaction with parents	African American	White
Develop reading skills	Hispanic	White
Use traditional methods	Asian, Hispanic African American	White
Cover facts and concepts	African American White	Hispanic
Use of objective tests to assess	African American	Hispanic White
Engagement of reform in school	African American	White

Male teachers reported higher levels in the use of approaches in the classroom. Male teachers were likely to depend on more traditional teaching methods to affect student learning. This group was also more likely to use objective tests as a way of assessing learning. See Table 4.

Teacher Expectations for Student Education

Overall, teachers in Year 3 expected more of their students to achieve all three outcomes named than teachers in Year 1 had expected students to achieve. The proportion of teachers expecting almost all of their students to graduate from high school increased from 72% in Year 1 to 77% in Year 3 (see Table 5). Similarly, the proportion of teachers expecting almost all of their students to graduate and attend a 4-year college increased from 18% in Year 1 to 24% in Year 3.

Relationships

The teacher data were analyzed to examine the degree of relationships between certain perceptions and experiences and the change in student scores and behavior as perceived by teachers. A second model tested the influence of those perceptions and experiences on their assessments of the extent of the schools' engagement in reform efforts. As with student

Table 4: Gender Differences in Teacher Attitudes, Perceptions and Behaviors

Construct	Higher mean
Effectiveness of professional development	Female
Professional development topics	Female
Frequency of activity involvement	Female
Teacher interaction	Female
Interaction with parents	Female
Parental involvement	Female
Develop reading skills	Female
Use traditional methods	Male
Include student input	Female
Cover facts and concepts	Female
Develop skills	Female
Use objective tests to assess	Male
Use writing to assess	Female
Teacher collaboration	Female
Engagement of school in reform	Female
Change in student scores and behavior	Female

Table 5: Teacher Expectations for Student Education

Proportion of students teachers expect to		Year 1	Year 2	Year 3
Graduate from high school	None	0.3%	0.2%	0.4%
	Some	0.7%	7.4%	5.1%
	About half	20.9%	19.8%	17.1%
	Almost all	71.8%	72.6%	77.4%
Attend 2-year college	None	3.6%	3.5%	3.1%
	Some	48.0%	46.9%	47.0%
	About half	34.7%	34.5%	34.3%
	Almost all	13.7%	15.1%	15.6%
Attend 4-year college	None	5.1%	4.4%	3.3%
	Some	50.0%	48.2%	45.4%
	About half	26.7%	25.6%	27.2%
	Almost all	18.2%	21.9%	24.1%

relationships, the models constructed to test these relationships were designed to reflect the fundamental reform interests central to the Houston Annenberg Challenge. No statistically significant differences were found among ethnic groups or by gender.

Teachers' perception of positive change in student scores and behavior was predicted most strongly by teachers' sense that collaboration among teachers and level of involvement in discussions about teaching and learning had increased as a result of the schools' involvement with HAC. In addition, the perception of positive change in student scores and behavior was predicted by parental involvement in conferences and school events, as well as by the perception that professional development activities have made helpful changes. A small but significant contribution was made by teachers' report of a relatively high frequency of lessons focused on covering basic facts and concepts.

Teachers' perceptions that their schools were positively engaged in reform efforts such that it has parental support for student learning, has a better reputation in the community, and has high academic standards were predicted most strongly by teachers' sense that collaboration among teachers and level of involvement in discussions about teaching and learning had increased. Other contributors included lessons focused on covering basic facts and concepts, the use of tests as a means of assessment, and extensive parental involvement. Lower levels of teachers interacting with one another about teaching were also a significant predictor, as was infrequent assignment of long projects and debates.

STATE, REGION, AND STUDY CAMPUSES: A LOOK AT TEACHER AND PRINCIPAL ATTRITION RATES

Perspectives and Theoretical Framework

We draw from two literature strands: teacher turnover research and teacher professional development research. We consider first the teacher turnover research. The supply of qualified teachers is a challenging problem across the nation. In the 1993–1994 academic year, 25% of the nation's 2.5 million public school teachers were nearing retirement age (National Center for Education Statistics, 2001). Adding to this problem is the fact that the "Texas student population is rapidly growing, with a projection of 4.25 million by 2005" (Texas State Board of Education, 2000). Moreover, Ingersoll (2001) found:

> *excess demand resulting from a "revolving door"—where large numbers of teachers depart for reasons other than retirement... Teacher recruitment programs...will not solve the staffing problems...if they do not...address the organizational sources of low teacher retention.*

While evidence has strongly supported the notion that good teachers are critical to the success of schooling, teacher turnover research also has suggested that students in predominantly poor or minority schools are less likely to have access to high-quality teachers than students in affluent or White schools (Fuller, 2000; Haycock, 1998; Kozol, 1991; Krei, 1998; Wise, Darling-Hammond, & Berry, 1987). For example, Sanders and Rivers (1998) found that African American students in two Tennessee districts were twice as likely as White students to be taught by the least effective teachers. In Texas, two studies documented that as the percentage of African American and Hispanic youth in schools increased, the percentage of teachers scoring well on teacher competency exams decreased (Ferguson, 1991; Kain & Singleton, 1996).

Furthermore, schools serving predominantly poor and minority students have higher teacher mobility rates than predominantly affluent and White schools (Hardy, 1998; Krei, 1998; Shen, 1997). Teachers often cite poor working conditions as a major reason for leaving a particular school or the profession altogether. Thus, research has suggested discontinuity in instruction and lack of stable teacher-student relationships—which are likely to accompany high mobility rates—tend to negatively affect student performance as measured by grades and achievement on standardized tests (Bempah, Kaylen, Osburn, & Birkenholz, 1994; Hardy). Thus, student performance in poor or minority schools is adversely affected by both the initial inequitable allocation of well-qualified and experienced teachers and the greater teacher mobility rates for teachers working in such schools.

However, little research has focused on the mobility patterns of teachers. Moreover, what little research that has been conducted on teacher mobility patterns has focused on interdistrict teacher mobility (Krei, 1998). In theory, variations in working conditions across schools within a district can result in more experienced and better qualified teachers being concentrated in certain schools and others being staffed largely by less experienced teachers. One of the few researchers to focus on intradistrict mobility patterns has been James Bruno and his colleagues (Bruno, 1986; Bruno & Doscher, 1981; Bruno & Marcoulides, 1985). In a series of studies focusing on the Los Angeles Unified School District, he and his colleagues documented an intradistrict mobility pattern in which teachers requested transfers from low-performing, poor, and minority schools to teach at high-performing, affluent, and White schools. He noted that his study only reflected transfers requested, and that a study of actual transfers would likely demonstrate that the most qualified teachers are actually granted transfers. Unfortunately, most of the research on this topic has focused on one large, urban district that is quite unique due to its enormous size.

There is no available research that analyzes intradistrict teacher mobility patterns in districts of different sizes and geographic locations (i.e., urban vs. suburban). A recent study of intradistrict teacher mobility in large Texas districts (Fuller & Alexander, 2002) revealed that schools with 50% African American students have a statistically significantly greater teacher mobility rate than schools with lower percentages of African American students.

Meanwhile, as some scholars focus on teacher labor market issues, other scholars, policymakers, and practitioners are focusing renewed attention on teacher professional development as an essential component of whole school reform. Turning to the second literature strand that guides this section, we see many stakeholders acknowledge teachers need new information and skills in order to effectively change patterns of student achievement. While many scholars have focused on the need for improving student achievement, a growing body of literature has shifted attention to teacher knowledge. The teacher professional development literature has posited that increasing student achievement is deeply linked to increasing teachers' knowledge and skills.

To counter the problem of inadequately trained teachers in urban schools, the 88 reforming schools invested heavily in teacher professional development. These schools used reform dollars to develop a culture of teacher learning through what Ball and Cohen (1999) called a "pedagogy of professional development." Administrators and teachers in these schools build learning communities (Lieberman, 1988; Little, 1993; McLaughlin, Talbert, & Bascia, 1990; Westheimer, 1998) by creating spaces for teachers to form professional relationships, share information, and provide collegial support. Within these learning communities, teachers increase their knowledge of discipline areas, student learning styles, and instructional strategies. As a result of participating in high quality professional development, teachers develop "pedagogical content knowledge"—a form of knowledge that combines subject matter (content) knowledge with an understanding of instruction (Shulman, 1987).

HAC and Teacher Learning and Attrition

Houston Annenberg Challenge has invested quite heavily in teacher learning. The most prominent programs that were funded by the Houston Annenberg Challenge include five major initiatives: Critical Friends, Reforming Schools Summer Institutes, K–5 Mathematics Initiative, Schools for New Society, and Partnership for Quality Education. These programs cultivated teachers' knowledge and skills by deepening their understanding of content and pedagogy. Furthermore, by participating in these programs, teachers learned strategies for working with students who have diverse learning styles thereby increasing opportunities for all students to become academically successful.

Annenberg study district and school administrators who have benefited from Annenberg funding report that although each district has made significant progress in improving student achievement, improvement seems to have reached a plateau. Administrators identify two major barriers to continued school improvement: inadequately prepared teachers and high teacher attrition rate. This section will address teacher and principal attrition rates in the state, region, and study campuses.

It was found that departing teachers cited in district exit interviews several common reasons for leaving the profession. They said they felt overwhelmed by paperwork (i.e., lesson planning, student accounting, etc.), lack of classroom management skills, perceived lack of student achievement, and a sense of isolation from the school and their peer teachers. Generally, these departing teachers believed they had no personal support, no one who would listen to them and help them with challenges. The following describes the teachers that tend to leave the teaching profession or change schools and the characteristics of the students and schools that they leave.

Student Demographics

Texas established 20 state education service centers through legislation in 1967 to provide school districts with professional development training and technical

Table 6: Student Populations of State, Region, and Study Campuses

Student population	State	Region 4	Annenberg schools (88 campuses)
Total students	4,059,619	876,901	76,692
% White	42	36	11
% Hispanic	41	37	53
% African American	14	22	32
% Other	3	5	4
% Economically disadvantaged	49	47	66
% Bilingual	13	10	22

Note. Source: Snapshot 2001 TEA Web site: www.tea.state.tx.us

assistance that support statewide goals for school improvement. The study campuses are located in the largest of the 20 state service centers. This region also contains Houston Independent School District, the largest public school system in Texas (serving over 205,000 students in over 300 campuses) and the seventh largest in the United States. Students in this region and in the study campuses tend to be a higher minority population (See Table 6).

Table 6 illustrates the diversity of the state, region, and study campuses. In contrast to the state and the region student demographics, the study campuses tend to have higher rates of Hispanic (53%) and African American (32%) students. The percentage of economically disadvantaged students is also considerably higher in the study campuses (66%). The majority of the students served in the study campuses was minority (85%) and economically disadvantaged (66%). This reflects the high need for school reform and supports the goal of Annenberg to assist in high-need areas.

Teacher Demographics

Findings suggest that the majority of study campus teachers were White (51.6%), with African American teachers (32.2%) comprising the next largest group, followed by Hispanic (13.6%), Asian American (2.4%), and American Indian (0.1%) teachers (see Table 7). It is interesting to note the differences in teacher demographics between the study campuses and the region and state. The study campuses tend to have a considerably higher number of teachers who are African American and, as noted previously, the student population reflects this as well. However, there does seem to be a disparity between the numbers of Hispanic students and the numbers of Hispanic teachers.

A review of teacher demographics for the three-year period of the grant reveals that the distribution of teachers among the different racial/ethnic groups remained fairly consistent.

Table 7: State, Region, and Study Campus Teacher Ethnicity

Teacher ethnicity	% of teacher population		
	State	Region	Annenberg
White	74.2	70.0	51.6
Hispanic	16.6	10.0	13.6
African American	7.7	19.0	32.2
Asian	1.0	0.6	2.4
Native American	0.4	0.4	0.1

Attrition Rates

The attrition rates analyzed were quit, change, and turnover rates. The *quit rate* is defined as a teacher who is no long employed in a Texas public school district from one year to the next. The *change rate* is the rate at which teachers continue teaching, but change districts or schools in which they teach from one year to the next. Finally, the *turnover rate* is the combination of the quit and change rate.

Research has revealed that urban schools and schools with high minority and low socioeconomic status student populations tend to have higher teacher quit, change, and turnover rates. Statewide in Texas, there appears to have been a steady increase in quit, change and turnover rates when looking at campus student populations (see Table 8). The increase is substantial in minority-populated schools, where 75% or more of the students are African American and/or Hispanic. For example, the turnover rate in schools with predominately African American student populations—defined as 75% or more of the student population—was 36.3% in 2001–2002, compared to 18.6% in 1998–1999. Regionally, the turnover rate that year for all schools was 22.6%.

In contrast, teachers at the Annenberg-funded campuses had a lower turnover rate (21.8%) than the region's 22.6% rate in the last year of the study, and an identical turnover rate as the state. These results were obtained despite the fact that 85% of the students in funded schools were minorities and 66% were economically disadvantaged, compared to 59% minority and 47% low-income students statewide.

An interesting finding is that the state turnover rate for teachers in schools with high Hispanic student populations tends to be substantially lower. For example, in the 2001–2002 school year, the high Hispanic population schools (>75%) had only a 13.7% turnover rate, which is less that the turnover in schools with mostly White student populations.

In addition, teachers at Annenberg-funded schools changed campuses at a lower rate than the state and regional averages. The teacher change rates in funded schools show a primarily downward trend, particularly in the final year. Except for a slight increase in 2000–

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ble 8: State Change, Quit and Turnover Rates by Campus Ethnicity Quartiles (Ranges)

Students	% Econ. disad.				% White				% Hispanic				% African American			
Rates	Quartiles				Quartiles				Quartiles				Quartiles			
	<25	25-50	50-75	75>	<25	25-50	50-75	75>	<25	25-50	50-75	75>	<25	25-50	50-75	75>
998-1999																
hange	4.8	6.0	5.4	5.6	4.8	6.0	5.6	6.0	5.9	5.4	5.1	5.0	5.6	5.0	7.8	7.9
uit	10.4	9.5	10.4	9.1	10.3	10.3	9.5	9.4	9.8	10.3	11.0	8.8	9.5	11.5	10.6	10.7
urnover	15.1	15.5	15.8	14.7	15.1	16.3	15.1	15.4	15.7	15.7	16.2	13.8	15.1	16.6	18.4	18.6
999-2000																
hange	5.0	6.0	5.7	5.8	4.9	6.3	5.6	6.3	6.0	5.6	5.4	5.1	5.8	5.1	7.2	6.6
uit	10.4	9.4	10.3	8.4	10.1	10.7	9.3	9.1	9.8	9.6	11.3	9.1	9.5	10.9	10.2	16.6
urnover	15.4	15.4	16.0	14.2	15.0	16.9	14.9	15.4	15.8	15.2	16.7	14.2	15.2	16.1	17.4	23.2
000-2001																
hange	4.9	6.2	6.2	5.0	5.2	6.2	5.7	6.7	6.2	6.1	4.9	5.2	5.8	5.5	7.4	7.5
uit	11.2	10.2	10.0	11.6	11.1	10.9	9.8	9.8	10.5	10.8	11.5	9.1	9.9	12.6	11.2	19.3
urnover	16.1	16.4	16.2	16.5	16.2	17.1	15.5	16.5	16.7	16.9	16.4	14.3	15.7	18.2	18.6	26.8
001-2002																
hange	5.3	6.4	6.0	4.8	4.9	6.1	6.0	6.9	6.4	6.4	4.9	4.5	5.8	5.5	9.0	12.7
uit	10.2	10.1	10.2	10.9	10.9	10.7	9.7	9.4	10.2	10.6	11.2	9.2	9.8	11.8	12.8	23.6
urnover	15.5	16.5	16.3	15.7	15.8	16.8	15.7	16.4	16.5	17.0	16.0	13.7	15.6	17.4	21.8	36.3

2001, the teacher change rate for all the study campuses has decreased from a high of 11.0% in 1998–1999 to a low of 9.4% in 2001–2002. Also, the high-funded campuses—Beacon schools—showed an even more dramatic decrease in changing schools, from a high of 15.6% in 1998–1999 to a low of 8.5% in 2001–2002. This change rate is now below the state average of 11.5% (see Table 9). The fact that the high-funded campuses change rate decreased substantially and was significantly below the state mean for campus change rate is an important finding of this study.

However, the percentage of teachers who worked at an Annenberg-funded school and then quit the profession was higher than the percentage who quit at either the state or regional level for all four years of the study (see Table 9). The fact that the Beacon campuses' change rate decreased substantially and was

Table 9: Percent Teacher Quit, Campus Change, and Turnover Rates

Teachers	1998-1999			1999-2000			2000-2001			2001-2002		
	Quit	Change	Turn over	Quit	Change	Turn over	Quit	Change	Turn over	Quit	Change	Turn over
State	9.9	11.3	21.2	9.8	11.3	21.2	10.5	12.0	22.5	10.3	11.5	21.8
Region	11.2	10.7	21.9	11.0	11.5	22.5	12.6	12.2	24.8	11.3	11.3	22.6
All study campuses	12.7	11.0	23.7	11.6	10.3	21.9	15.7	12.3	28.0	12.4	9.4	21.8
Study campuses w/o high funding	12.7	10.3	23.0	11.6	10.3	21.9	16.0	12.2	28.2	12.3	9.5	21.9
High fund campuses (Beacon)	14.0	15.6	29.6	11.4	11.1	22.5	14.2	13.2	27.4	12.7	8.5	21.1

significantly below the state mean for campus change rate is an important finding of this study. Another important finding is that although the study campuses have higher percentages of minority and economically disadvantaged students, their quit and change rates have consistently declined.

Additionally, when study administrators and teachers changed campuses, they were more likely to remain in the same geographic region. This finding suggests that teachers with improved curriculum and instruction knowledge are carrying this knowledge to other schools across the area (see Table 10). Our findings also suggest that study campus principals had a decreasing rate of changing campuses as compared to regional averages (see Table 10). Principals appear to be less likely to leave a study campus.

Teacher change and quit rates were also analyzed by looking at teacher years of experience. The data were analyzed by looking at the teachers in the state, region, or study who quit and what percent had less than 5 years, 6–10 years, 11–20 years, or more than 20 years of experience. Findings suggest that, although study campus quit rates were originally fairly high, particularly at the less than 5 years of experience

Table 10: Campus Changes in the Region

Group		% Change out of region 1998-1999	1999-2000	2000-2001	2001-2002
Teachers	Region	13.8	12.4	12.9	14.1
	All study campuses	7.2	8.8	9.1	5.9
Principals	Region	1.0	11.0	3.2	2.1
	All study campuses	2.4	2.8	0	0

category, the rates appeared to decrease over the study period. It is worth noting that Texas has a large group of teachers that are at or near retirement age. As a result, it is not surprising that the quit rate among teachers with over 20 years' experience has increased throughout the state. Of the teachers in the study that quit in or after the 1998–1999 school year, 57.3 % had less than 5 years of experience. This decreased to a low in the 2000–2001 school year; of the teachers that quit that year, 44.5 % had less than 5 years of experience. Teachers from the study campuses who had between 6 and 20 years of experience tended to have lower quit and change rates than teachers from the rest of the region and the state with the same range of experience (see Table 11 and Table 12).

As illustrated earlier, the study campuses have higher percentages of minority and economically disadvantaged students, yet it is important to note that the quit and change rates of these campuses have consistently declined over the study period. Additional analyses were performed to examine

Table 11: State, Region, and Study Campuses Quit Rate by Years of Experience

Teacher group	1998-1999				1999-2000				2000-2001				2001-2002			
	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>
State	44.6	16.3	18.1	20.9	48.4	16.6	17.0	17.9	45.8	16.2	16.4	21.6	46.8	15.6	15.7	21.9
Region	45.1	17.5	18.5	18.7	51.1	16.8	16.8	15.2	49.6	15.8	16.4	18.1	48.5	19	18.4	20.1
All study campuses	57.3	15.8	15.8	11.0	47.6	20.0	20.0	12.3	53.5	14.3	13.8	18.2	44.1	16.7	15.6	23.4

Table 12: State, Region, and Study Campuses Change Rate by Years of Experience

Teacher group	1998-1999				1999-2000				2000-2001				2001-2002			
	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>	0-5	6-10	11-20	20>
State	46.8	18.8	23.5	10.9	47.6	18.4	22.6	11.4	47.5	18.6	21.7	12.2	48.8	19.0	20.6	11.5
Region	47.7	19.1	22.9	10.2	47.3	18.6	21.5	12.5	49.7	17.3	19.9	12.9	48.6	25.8	24.2	11.7
All study campuses	62.6	15.3	16.5	5.4	49.2	20.6	19.0	11.1	56.6	16.3	17.2	9.5	49.7	20.5	16.5	13.1

attrition rates by size of school (see Tables 13 and 14). A consistent finding was the consistently lower quit and change rates of the study campuses compared to the region and state. For example, Table 14 illustrates that for the 2001–2002 academic year, only 6.6% of the study teachers that changed campuses left schools larger than 1500 students, compared to the regional change rate of 19.5%.

Again, as illustrated earlier, the study campuses have higher percentages of minority and economically disadvantaged students, yet the quit and change rates appear to have declined and remain much lower than the rates for same-size schools in the region and state.

Discussion

Solutions to high attrition rates are few and not well researched. One major line of thought is to increase teacher job satisfaction. This can be accomplished through monetary rewards or through a sense of efficacy, community support, and empowerment.

Table 13: State, Region, and Study Campuses Quit Rate by Size of School

School population	1998-1999			1999-2000			2000-2001			2001-2002		
	State	Region	All study schools	State	Region	All study schools	State	Region	All study schools	State	Region	All study schools
>1500	15.6	21.2	11.7	16.2	21.7	9.9	16.0	21.8	13.7	15.4	21.5	12.4
1500-900	20.0	30.4	11.0	19.8	28.8	12.2	18.6	29.1	16.5	17.5	25.2	12.4
900-700	17.5	19.9	12.2	16.5	20.4	14.9	17.2	20.9	18.4	17.6	22.0	12.3
700-500	21.1	17.4	14.8	20.9	17.8	12.4	20.7	16.6	13.3	20.5	18.2	11.9
500-300	15.0	7.4	14.5	15.2	7.5	12.1	15.4	6.4	14.7	16.1	7.8	13.4
<300	9.6	3.5	16.9	9.7	3.9	16.1	10.6	5.0	21.3	10.7	5.1	10.5

able 14: State, Region, and Study Campuses Change Rate by Size of School

School opulation	1998-1999			1999-2000			2000-2001			2001-2002		
	State	Region	All study schools	State	Region	All study schools	State	Region	All study schools	State	Region	All study schools
>1500	12.6	17.5	8.6	12.0	18.5	7.7	12.9	15.6	7.4	11.7	19.5	6.6
1500-900	19.6	31.6	10.7	19.9	29.3	11.1	20.3	36.5	14.3	17.3	26.4	10.2
900-700	16.8	20.9	13.3	17.1	23.3	14.9	17.5	21.0	14.4	17.4	21.9	8.7
700-500	20.7	15.9	15.3	20.5	17.8	7.3	19.8	15.8	11.3	20.3	18.5	11.6
500-300	16.6	7.5	12.8	17.0	7.6	11.4	16.5	6.5	13.7	17.3	7.2	10.3
<300	12.5	6.4	15.4	11.7	3.5	7.1	11.6	4.0	12.3	12.8	6.0	8.0

Many of the school improvement efforts funded by Annenberg not only help to develop the capacity of teachers, but also empower the teachers to implement effective teaching practices and effect school change. At the same time, this can build a sense of community among the teachers. Reforming schools used Annenberg funding to develop and to support a variety of study-group strategies. Practices such as Critical Friends Groups provide a place where teachers discuss their professional lives and teaching. These interchanges help them to feel less isolated in their individual classrooms; they feel they have close colleagues with whom to discuss issues with students, instruction, or the school's work. Academies also provided a place where teachers designed their own professional development and served to break down the large faculty into smaller groups with professional learning as the focus. Developing this sense of community can positively affect teacher attitude and reduce the likelihood of teachers changing schools or leaving the profession. By participating in discussions of teaching practices, they build professional learning communities within their schools. Teachers stated that these group strategies had a strong impact on reducing isolation among the faculty.

III: ACADEMIC OUTCOMES

INTRODUCTION

The Houston Annenberg Challenge set high standards for its schools. Schools were expected to show increasing progress each year toward the imperatives of reducing isolation, improving teacher professional development, and increasing personalization. Schools also were expected to show gains in student achievement.

Beacon schools have received five years of funding and the Lamplighter schools have been funded for four consecutive years. We have used three methods to assess academic achievement at Annenberg funded schools during those time frames. First, we used the norm-referenced national Stanford 9 test to look at achievement in Houston ISD, the only one of the six Annenberg-funded districts to use this test. All schools in the Houston Independent School District use the Stanford 9 test at the end of each academic year. Second, we traced the academic improvement of the group of schools over time using the Texas Assessment of Academic Skills (TAAS). Third, we compared the funded schools to the overall academic performance of the Houston Independent School District (HISD), again using TAAS as the measure. We used this district because the sociopolitical and economic context, the student population, and other demographics are similar to those of the funded schools.

In assessing student achievement, we used the following questions to frame our research: To what extent have reforming schools affected student achievement? Do they show relative gains from one year to the next within their school district? Are they closing the achievement gap? Are the schools progressing in crucial nonacademic areas such as teacher retention?

ACADEMIC ACHIEVEMENT

National Performance: Stanford 9 Analysis[10]

The state test (TAAS) has certain limitations as a barometer of student achievement. First, the TAAS test is a minimum standard for reading and mathematics. Second, critics maintain that the TAAS test measures only the curriculum taught and that teachers are "teaching to the test." Therefore, we used a better standard than TAAS, a norm-referenced test called the Stanford 9 test of reading and mathematics achievement. This test is not based on any specific curriculum. It is based on the content knowledge and ability to apply that knowledge in a given grade level.

Stanford 9 is also constructed based on a national population. This means that the comparisons made have a national reference point, unlike the TAAS test, which is constructed after the state population and curriculum. Therefore, we used this standard to assess how the elementary, middle, and high schools fared against this national standard in both content areas. We used the percentile rank as an indicator for this analysis. The standard is quite simple to understand: the 50th percentile means that the students for any given set of schools scored at the average level in comparison to the rest of the country. Scores above the 50th percentile mean that students scored better than 50% of the population.

Overall, the funded schools outperformed the non-funded schools in reading achievement on the Stanford 9. Beacon and Lamplighter elementary schools performed at or above the 50th percentile. The non-funded elementary schools performed at the 44th percentile. As a whole, this implies a greater level of achievement among the funded elementary schools. Similarly, the funded middle schools outperformed the non-funded middle schools. The most dramatic performance was by the Beacon middle schools with a 72 percentile score. The non-funded middle schools performed at about the 32nd percentile. The Lamplighter schools also outperformed the non-funded schools, scoring in the 42nd percentile on

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[10] This analysis was done only on schools within HISD. HISD is the only funded district that uses the Stanford 9 test.

Table 15: Stanford 9 Percentile Reading Scores by School Type

	Beacon	Lamplighter	Non-funded
Elementary	52.0%	50.6%	43.9%
Middle	72.5	42.0	32.7
High School	–	46.0	37.4

Stanford 9.

Finally, the high school analysis shows that the Lamplighter high schools as a group outperformed the non-funded high schools, scoring on the 46th percentile of the test. See Table 15 for percentile scores on reading achievement by school type.

Analysis of Stanford 9 math scores shows almost identical results, with the funded schools outperforming the non-funded schools. The funded elementary schools, both Beacon and Lamplighter, scored at the 60th percentile, and the non-funded schools scored around the 53rd percentile.

Similarly, the Beacon middle schools dramatically outperformed the non-funded middle schools, scoring in the 72nd percentile. The Lamplighter schools also outperformed the non-funded schools. The Lamplighter high schools scored on the 50th percentile, whereas the non-funded high schools scored on the 39th percentile, implying that the funded schools achieved more than the non-funded schools. See Table 16 for percentile scores on math achievement by school type.

State Performance: TAAS Analysis

As the benchmark for academic achievement, we use the Texas Learning Index (TLI), which is based on the students' performance on the state-mandated TAAS test. This test measures basic skills in core areas such as reading and mathematics. While these standardized assessments fall short of measuring the depth of academic achievement and the range of student outcomes, they do provide a common yardstick for evaluating academic outcomes of the

Table 16: Stanford 9 Percentile Mathematics Scores by Funding Status

	Beacon	Lamplighter	Non-funded
Elementary	60.0%	60.0%	53.5%
Middle	72.1	46.2	37.7
High School	–	49.1	38.5

Houston Annenberg Challenge schools, and, in conjunction with the Stanford 9 test analysis, provide a complete picture of student achievement.

At Year 3, we are evaluating trends in schools' performance on the Texas Learning Index based on five years of test data, including year 2002. To evaluate the progress of the funded schools, we examine:

- Beacon and Lamplighter schools' average gains over time by elementary, middle, and high school levels;
- The academic gains of funded schools as compared to the gains of all HISD schools generally; and
- The extent to which funded schools show progress in closing the achievement gap between students of different economic, language, and ethnic groups.

In general, our evaluation found again that Annenberg-funded schools usually outperformed non-Annenberg-funded HISD schools. Specifically, Beacon schools lead all other Annenberg-funded and non-Annenberg-funded HISD schools in reading and mathematics achievement on TAAS. Particularly noteworthy is that students in Beacon schools *achieved mastery* in 2002 in reading and math. In addition, funded schools again reduced significantly the achievement gap between minority and non-minority groups.

Elementary Schools

Beacon elementary schools have led all other funded and nonfunded schools in academic reading and mathematics achievement over the last five years.

Out of all the funded elementary schools, the Beacon elementary group leads the other two groups in academic reading achievement. Over the last five years the students from Beacon schools have outperformed the students from Lamplighter schools. Indeed, every year the students from Beacon schools have mastered all the reading objectives tested in the state-mandated test. The Lamplighter schools have improved their level of performance during the last five years. Indeed, both Beacon and Lamplighter schools have achieved mastery in reading at the end of the funding cycle. The funded schools are performing very well academically. The Beacon and Lamplighter schools

Figure 3: Elementary School Reading Scores

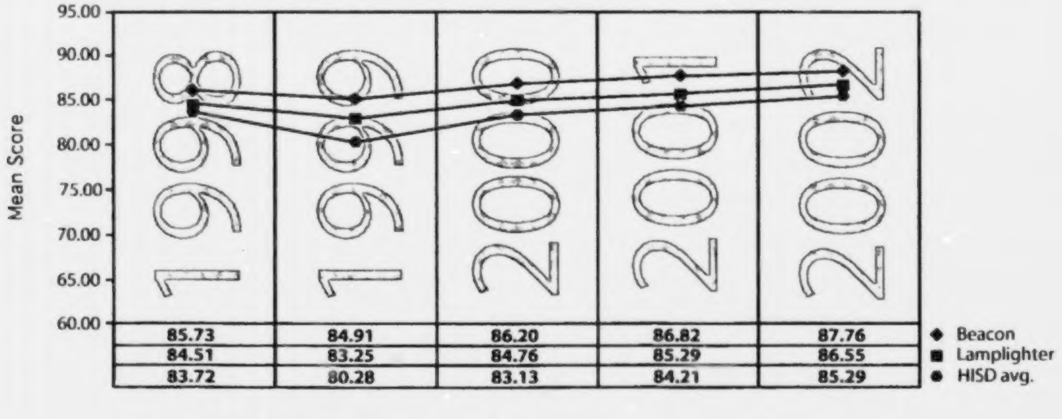
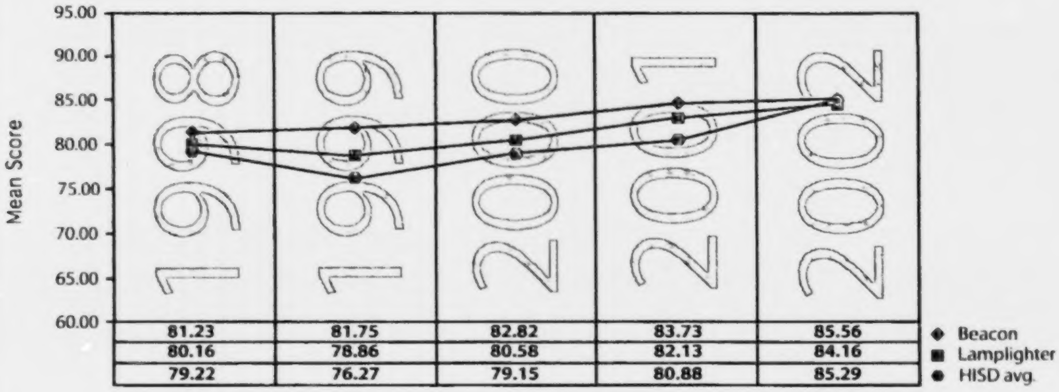


Figure 4: Elementary School Mathematics Scores



	1998	1999	2000	2001	2002
◆ Beacon	81.23	81.75	82.82	83.73	85.56
■ Lamplighter	80.16	78.86	80.58	82.13	84.16
● HISD avg.	79.22	76.27	79.15	80.88	85.29

outperformed the comparison HISD schools by a narrow margin, as indicated in Figure 3.

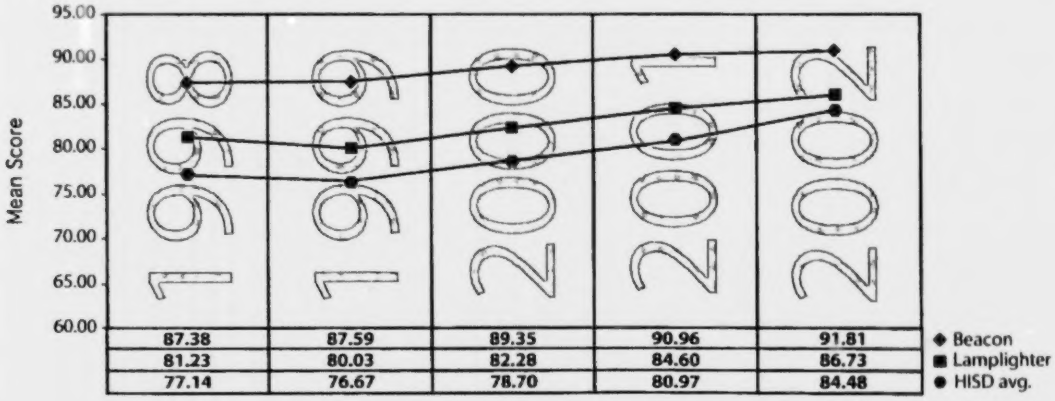
Analysis of mathematics achievement reveals a similar pattern. The Beacon elementary schools lead all the other funded schools. Indeed, Beacon schools have almost achieved the mastery standard during the 2002 academic year. These schools have consistently raised their TLI scores since Annenberg funding. Similarly, the Lamplighter schools have continued to increase their TLI averages in mathematics since Annenberg funding, nearly achieving performance mastery and narrowing the achievement gap between these two sets of schools.

When comparing Annenberg funded schools against all other HISD elementary schools, the Beacon schools outperform the comparison schools. Both funded and nonfunded schools have achieved mastery of the state test.

Middle Schools

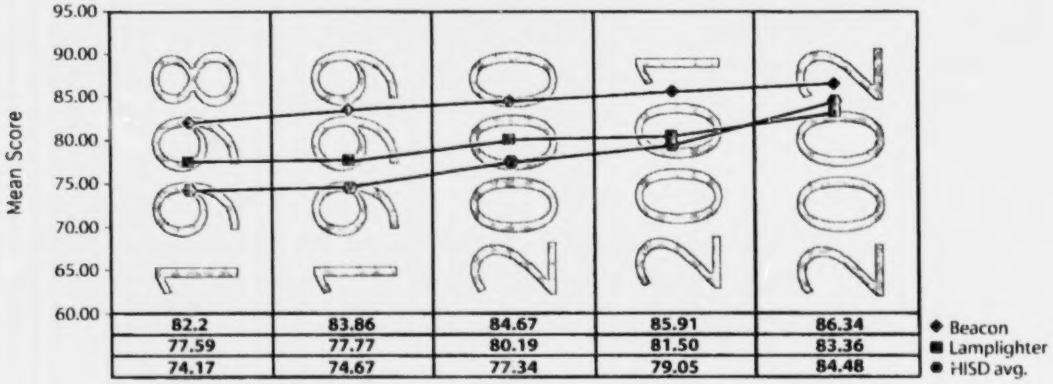
Beacon middle schools continue to outperform other funded schools and HISD middle schools in reading and mathematics achievement.

Figure 5: Middle School Reading Scores



	1998	1999	2000	2001	2002
◆ Beacon	87.38	87.59	89.35	90.96	91.81
■ Lamplighter	81.23	80.03	82.28	84.60	86.73
● HISD avg.	77.14	76.67	78.70	80.97	84.48

Figure 6: Middle School Mathematics Scores



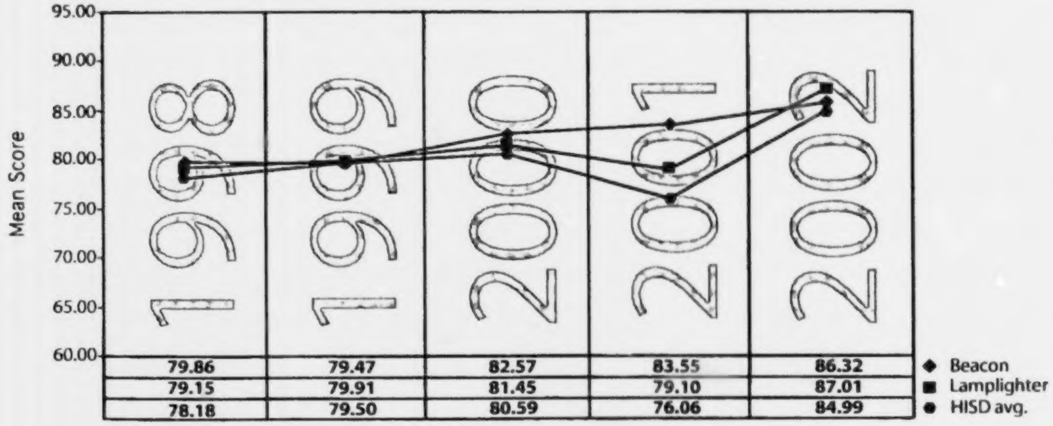
82.2	83.86	84.67	85.91	86.34	◆ Beacon
77.59	77.77	80.19	81.50	83.36	■ Lamplighter
74.17	74.67	77.34	79.05	84.48	● HISD avg.

Figure 5 shows that the Beacon middle schools continue to lead all other middle schools in reading achievement. In fact, the Beacon middle schools have outperformed all other schools by 8 or more TLI points. The Lamplighter middle schools also have performed well since Annenberg funding. Both sets of funded schools have achieved the mastery standard on the reading test.

Comparing the funded schools to all HISD middle schools, Beacon middle schools outperformed the HISD middle schools by more than 7 TLI points. The Lamplighter middle schools also outperformed HISD middle schools by 2 TLI points.

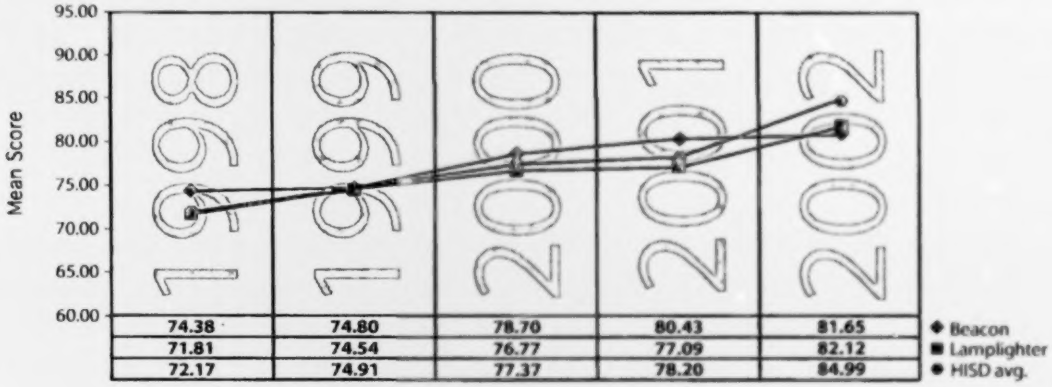
The data on mathematics achievement gains for middle schools also reveal a small gap among the different groups compared in this report. In 2002 Beacon schools have achieved mastery in mathematics (86.34 TLI), as gauged by the state exam. Similarly, the Lamplighter middle schools have experienced significant positive increases in TLI scores since becoming part of the Houston Annenberg Challenge program. Although the Lamplighter schools have not achieved the mastery standard, they are beginning to narrow that gap, scoring, on average, 83.4 TLI points.

Figure 7: High School Reading Scores



79.86	79.47	82.57	83.55	86.32	◆ Beacon
79.15	79.91	81.45	79.10	87.01	■ Lamplighter
78.18	79.50	80.59	76.06	84.99	● HISD avg.

Figure 8: High School Mathematics Scores



When comparing the funded schools against the nonfunded, the three sets of schools are fairly close to each other in their performance on the TAAS test. The Beacon middle schools outperformed the Lamplighter and nonfunded schools by only 2 TLI points. See Figure 6 for trend data.

High Schools

Beacon and Lamplighter high schools continue to outperform HISD high schools in reading achievement but fell behind the district in mathematics.

The Beacon high schools have continued to improve their performance on reading achievement tests over the last five years, achieving the mastery standard. From 1998 to 1999, the data show a slight decrease in performance. However, the years 2000 and 2002 show significant increases. The Lamplighter high schools showed a slight decline in reading TLI scores from year 2000 to year 2001. However, in 2002 the Lamplighter high schools showed dramatic improvement, achieving mastery in reading with 87.01 TLI points. As shown in Figure 7, all the funded schools are outperforming the rest of the HISD high schools.

The trend analysis in mathematics shows that the HISD high schools outperformed funded schools in mathematics achievement by 3.0 TLI points. However, Beacon and Lamplighter high schools have steadily increased their performance over the last five years. The Lamplighter high schools began with a baseline score of 71.81 during the 1998 academic year and have ended up with an average of 82.12 TLI points during the 2002 academic year. Figure 8 provides the graph showing the trend lines for each set of schools.

CLOSING THE ACHIEVEMENT GAP

The Houston Annenberg Challenge aims to close the achievement gap between students of different ethnicities, socioeconomic status, and language backgrounds. In Texas—and around the U.S.—poor academic achievement and poverty are closely related. Moreover, White students usually outperform students of color as well as students whose native language is not English. Is the Annenberg Challenge making progress on its mission to close these achievement gaps?

Minority Students

Elementary Schools

The trend data analysis on Beacon elementary schools indicates that these schools have narrowed considerably the gap between minority and non-minority students. Minority students at Beacon elementary schools also achieved mastery in mathematics in 2002.

In 1998, there was a 6.7 TLI point differential between these two groups' reading scores. In 2002, the gap between minority and non-minority student scores has been reduced to 1.5 TLI points, or 77%. Further, minority students achieved, as a group, the mastery standard in reading in Beacon and Lamplighter schools. The gap in the Lamplighter schools has been reduced from 7 TLI points in 1998 to 2.4 TLI points in 2002, or 66%. See Table 17.

The trend data for mathematics achievement also show a 5.7 TLI gap in academic achievement between minority and non-minority students in 1998. That gap has decreased 88% in Beacon elementary schools to less than half a point. The trend analysis for the Lamplighter schools showed a gap of about 6 TLI points in 1998. However, in 2002 that gap has been reduced 65.5% to 2 TLI points. Minority students at Beacon elementary schools also achieved mastery in mathematics in 2002. See Table 18.

Middle Schools

The trend data for Beacon middle schools show narrowing achievement gaps in reading and mathematics and elimination of the gap in Lamplighter middle schools in mathematics.

Beacon students have achieved the mastery standard in reading. The gap between minority and non-minority students decreased from 10 TLI points in 1998 to 2.7 TLI points in 2002, a drop of 73.5%. Similarly, Lamplighter schools have narrowed the gap between minority and non-minority student achievement. The Lamplighter achievement gap was about 10 TLI points during the first three years of funding, but has been reduced to 2.5 TLI points, a drop of 76%, as shown in Table 19.

Concerning mathematics, the Beacon middle school data show a significant narrowing of the achievement gap between minority and non-minority students. In 1998, the gap between these two groups was 8 TLI points; during the 2000 academic year that gap narrowed to 4.6 TLI points. This trend continued in 2002 with 1.9 TLI points as the gap, a drop of 74.8%. A similar trend is evident in Lamplighter schools. A gap of 8 TLI points in 1998 had been reduced to 6 TLI points in 2000. The data for 2002 show that *the gap has been eliminated* between the two groups. Table 20 shows that minority and non-minority students have achieved mastery in mathematics.

High Schools

As with the middle schools, the high school trend analysis shows that the Beacon high schools have decreased the gap between minority and non-minority students.

The gap during 1998 was 9 TLI points, dropping in 2000 to about 7 TLI points. In 2002, the achievement gap has been narrowed to 3 TLI points. In fact, minority students are within 2.6 TLI points of achieving the mastery standard for reading. Trend analysis for Lamplighter high schools shows a similar decrease in the achievement gap. In 1998, the gap was 12.8 TLI points. In 2000, that gap remained the same, at 12.12 TLI points. In 2002, the gap has narrowed to 4.5 TLI points. In fact, both minority and non-minority students at Lamplighter middle schools achieved the mastery standard in reading. See Table 21 for this information.

Beacon high schools *have eliminated the mathematics achievement gap* between minority and non-minority students. A 1998 gap of 7.86 TLI points was reduced to approximately 5 TLI points during the year 2000. In 2002 the gap has been closed. Minority students have outperformed non-minority students.

Lamplighter high schools have also significantly narrowed the gap, from a 12.33 TLI point difference in 1998 to 8.78 TLI points in 2000, to just 3.7 TL points in 2002. See Table 22.

Table 17: Elementary School Reading by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	84.00	74.62	84.03	91.27	1.50 TLI points
	Non-minority	90.37	90.61	91.46	92.77	
Lamplighter	Minority	83.08	81.41	83.26	87.56	2.43 TLI points
	Non-minority	90.18	90.42	90.78	89.99	

Table 18: Elementary School Mathematics by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	79.72	80.70	81.90	87.48	0.65 TLI points
	Non-minority	85.43	85.66	86.26	88.13	
Lamplighter	Minority	78.94	77.31	79.41	84.15	2.13 TLI points
	Non-minority	85.12	84.88	85.24	86.28	

Table 19: Middle School Reading by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	83.72	84.43	86.49	93.74	2.70 TLI points
	Non-minority	93.92	93.09	94.26	96.44	
Lamplighter	Minority	79.55	78.45	80.87	87.86	2.49 TLI points
	Non-minority	89.98	89.44	90.82	90.35	

Table 20: Middle School Mathematics by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	79.35	81.53	82.97	97.41	1.98 TLI points
	Non-minority	87.21	87.94	87.57	89.39	
Lamplighter	Minority	76.36	76.54	79.34	83.86	0.01 TLI points
	Non-minority	83.98	85.11	85.41	83.87	

Table 21: High School Reading by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	78.21	78.16	81.77	82.39	3.01 TLI points
	Non-minority	87.31	88.28	88.92	85.40	
Lamplighter	Minority	76.99	77.97	79.43	86.50	4.56 TLI points
	Non-minority	89.79	89.65	91.55	91.06	

Table 22: High School Mathematics by Minority/Non-minority Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Minority	73.06	73.88	78.05	80.97	4.66 TLI points
	Non-minority	80.92	81.97	83.44	76.31	
Lamplighter	Minority	69.98	72.97	75.43	81.87	3.72 TLI points
	Non-minority	82.31	83.51	84.21	85.59	

Socioeconomic Status

Socioeconomic status is another indicator related to low academic achievement. Beacon and Lamplighter schools have narrowed the achievement gap between students classified as economically disadvantaged and those not classified as such, particularly in the last two years.

For instance, the Beacon elementary schools have narrowed the reading achievement gap from nearly 10 TLI points in 1999 to just 3.2 TLI points in 2002. Similarly, the Lamplighter schools have been able to narrow this gap. These schools have maintained a gap of roughly 6 or 7 TLI points, favoring those students not classified as economically disadvantaged. In 2002, the gap has been reduced to 3.6 TLI points. See Table 23 for trends and mean scores.

The trends in mathematics achievement show a similar gradual closing of the achievement gap in Beacon elementary schools. In 1998, Beacon elementary schools had a gap of 4.82 TLI points between those students classified as economically disadvantaged and those not classified as such. By 2000 that gap had been reduced to 3 TLI points. In 2002, the gap has been narrowed to 2.4 TLI points. Lamplighter elementary schools have reduced the achievement gap to 2.3 TLI points in 2002. See Table 24 for trend data and mean scores.

In middle school reading, the Beacon schools have dramatically narrowed the achievement gap between those students classified as economically disadvantaged and those not so classified. The initial gap in 1998 was 14 TLI points, favoring the not economically disadvantaged students. In 2002, the gap has been reduced to 5.5 TLI points. The Lamplighter schools began with a 7.8 TLI point gap in 1998, which grew slightly to an 8.5 TLI point gap in 2000. In 2002, however, that gap has been reduced to 3.8 TLI points. Both groups have achieved the mastery standard for reading. See Table 25 for trend lines and mean scores.

The analysis of middle school mathematics achievement shows, yet again, that funded schools have closed the achievement gap between economically disadvantaged and not economically disadvantaged students. Beacon schools, again, show a dramatic improvement. During 1998, these schools had a 10 TLI-point difference between these two groups of students. In 2000 that gap was reduced to 5 TLI points. In 2002, the achievement gap has been reduced to 3.9 TLI points, and both groups of students have achieved the mastery standard in math. The Lamplighter schools' achievement gap did not improve at first, remaining at about 5 TLI points from 1999 through 2000. By 2002, though, that gap has been reduced to 1.3 TLI points. Both groups are fairly close to achieving the mastery standard in mathematics. See Table 26 for details.

The high school analysis reveals that the reading achievement gap between economically disadvantaged and not economically disadvantaged students has narrowed for Beacon and Lamplighter high schools. In 1998, the gap in Beacon schools was nearly 5 TLI points, reduced to 3 TLI points in 2000, and just 1.2 TLI points in 2002. On the other hand, Lamplighter schools maintained a gap of about 8 TLI points from 1999 through 2000. In 2002, that gap has dropped to 2.4 TLI points. Also, both groups have achieved mastery in reading. See Table 27 for trends and mean scores.

In high school mathematics, Beacon students are performing at roughly the same achievement levels, regardless of socioeconomic status. These schools have closed the achievement gap. A similar pattern is evident in Lamplighter high schools, where students classified as economically disadvantaged are being outperformed by only 1 TLI point by those students not classified as economically disadvantaged. These two Lamplighter groups are fairly close to achieving the mastery standard. See Table 28 for more data.

Table 23: Elementary School Reading by Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	83.11	78.74	83.83	88.70	3.29 TLI points
	Not economically disadv.	88.73	88.16	89.25	91.99	
Lamplighter	Economically disadvantaged	82.10	79.67	82.33	85.56	3.68 TLI points
	Not economically disadv.	88.06	87.94	88.86	89.24	

Table 24: Elementary School Mathematics by Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	79.03	80.16	81.52	85.49	2.47 TLI points
	Not economically disadv.	83.85	83.51	84.51	87.96	
Lamplighter	Economically disadvantaged	78.11	76.14	78.75	83.02	2.35 TLI points
	Not economically disadv.	83.16	82.42	83.69	85.37	

Table 25: Middle School Reading by Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	77.72	79.85	84.45	90.41	5.52 TLI points
	Not economically disadv.	91.83	91.00	92.83	95.93	
Lamplighter	Economically disadvantaged	78.00	76.13	79.41	85.68	3.82 TLI points
	Not economically disadv.	85.79	84.76	87.89	89.50	

Table 26: Middle School Mathematicsby Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	75.23	78.72	81.67	85.00	3.96 TLI points
	Not economically disadv.	85.39	86.13	86.81	88.96	
Lamplighter	Economically disadvantaged	75.67	75.15	78.70	82.42	1.29 TLI points
	Not economically disadv.	80.31	80.95	83.16	83.71	

Table 27: High School Reading by Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	76.75	76.46	80.86	82.18	1.17 TLI points
	Not economically disadv.	81.51	81.84	83.84	83.35	
Lamplighter	Economically disadvantaged	75.03	73.72	77.11	84.87	2.42 TLI points
	Not economically disadv.	81.44	82.28	84.98	87.29	

Table 28: High School Mathematics by Economic Status

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Economically disadvantaged	72.94	81.09	78.80	79.84	0.10 TLI points
	Not economically disadv.	75.15	81.70	78.62	79.94	
Lamplighter	Economically disadvantaged	70.15	71.15	75.56	80.72	1.04 TLI points
	Not economically disadv.	72.69	75.82	77.72	81.76	

Language

Language is another important variable associated with student achievement in both mathematics and reading. Those students whose native language is not English tend not to perform as well as those who are native English speakers.

An analysis of the year 2000 data within elementary schools showed pronounced reading achievement gaps in Beacon and Lamplighter schools, 6.8 and 8 TLI points, respectively. During 2002, those gaps have been reduced to about 5 TLI points. The Beacon schools, moreover, achieved mastery level in reading for both language groups. In the Lamplighter schools both groups are fairly close to achieving mastery. However, gaps remain, with students who are native English speakers outperforming those who are not. See Table 29 for details.

In mathematics, the Beacon elementary schools have eliminated the achievement gap. A 3 TLI point difference between the two groups during the 2000 school year has been virtually erased in 2002. Moreover, both groups achieved the mastery standard. The Lamplighter schools showed a gap of 4 TLI points in 2000, narrowed in 2002 to 2.4 TLI points. Both groups are fairly close to achieving the mastery standard. See Table 30 for details.

The analysis of middle schools indicates a significant gap in reading achievement, favoring students whose native language is English. Beacon schools have steadily whittled away at this gap, from over 25 TLI points in 1998 to 17.8 points in 2002. From 2000 to 2002, Lamplighter schools reduced the gap from nearly 20 TLI points to 16 TLI points, as shown in Table 31.

The analysis of middle school mathematics reveals a similar pattern. However, the gaps are not as large as those for reading. The Beacon schools showed an 18.7 TLI point gap in 1998, and a 12.9 TLI point gap in 2000. By 2002, the gap has narrowed to 9.5 TLI points. The Lamplighter schools showed a 10 TLI point difference in 2000. By 2002, the gap has narrowed to 7.3 TLI points. See Table 32 for the data.

The analysis of high school reading achievement shows a pattern similar to that of the middle schools, with large yet slowly narrowing achievement gaps between native and non-native English speakers. In 2000, the gap between the two groups in Beacon schools was 14.7 TLI points. In 2002, the gap has been reduced to 13.7 TLI points. The gap is a bit wider for Lamplighter schools, although it has dropped from 23.2 TLI points in 2000 to 16.3 TLI points in 2002.

Finally, we analyzed mathematics achievement among high school students. Overall, achievement gaps remain. The Beacon high schools have narrowed the gap somewhat between native and non-native English speaking achievement levels. In 1998 the gap was 7.6 TLI points; during the 2002 school year, that gap was reduced to about 6.4 TLI points. This was not the case with Lamplighter schools. For at least three years, Lamplighter high schools have maintained a consistent gap of about 11 TLI points between scores of native and non-native English speakers. See Table 34 for the data.

What was happening in Annenberg-funded schools during this time? In the Houston area, the change in demographics brought an extraordinary diversity of languages and cultures to the schools. Administrators were realizing that the most effective way of learning in a school with white students may not be as effective in a school with minority students or non-native English speakers. Principals had the wisdom to either hire teachers who understood and represented diversity or to train their current staff to do so. Without this, it would not have been possible to meet the needs of the current student population or to serve all students with a rich and solid curriculum.

What strategies are Annenberg-funded schools using that have reduced the achievement gap? Community partnerships and increased parental involvement positively affect student learning. For example, many elementary schools hold Family Math Night, Family Science Night, and Family Reading Nights. One Family Reading Night involved parents and their children in "hands-on" strategies to encourage home reading.

Professional development results in teachers being more culturally aware and offering better instruction to a diverse student population. Training in inquiry helps teachers to gain multiple perspectives and to use this knowledge in their work with diverse learners (Darling-Hammond, 2000). At Annenberg-funded schools, inquiry study groups have engaged in "Cultural Conversations" about issues related to race, culture, identity, and society. Teachers report these discussions helped them tremendously in understanding the cultural differences they experience in Houston's highly diverse population. They indicated that their participation shed light on their interactions with their students, their students' parents, and with one another. By participating in professional development programs, teachers learned strategies for working with students who have diverse learning styles, increasing opportunities for all students to become academically successful.

Table 29: Elementary School Reading by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	82.70	78.60	80.41	85.31	5.45 TLI points
	Native English speaking	86.16	85.66	87.21	90.76	
Lamplighter	Non-native English speaking	80.27	75.86	77.74	82.49	4.93 TLI points
	Native English speaking	85.00	84.38	85.85	87.42	

Table 30: Elementary School Mathematics by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	81.46	78.88	80.58	85.77	0.55 TLI points
	Native English speaking	81.23	82.11	83.20	86.32	
Lamplighter	Non-native English speaking	79.25	76.91	77.09	81.90	2.36 TLI points
	Native English speaking	80.26	79.16	81.13	84.26	

Table 31: Middle School Reading by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	64.01	67.37	70.11	77.24	17.82 TLI points
	Native English speaking	89.30	89.22	90.45	95.06	
Lamplighter	Non-native English speaking	65.70	65.93	65.41	72.38	16.11 TLI points
	Native English speaking	83.70	83.00	85.05	88.49	

Table 32: Middle School Mathematics by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	65.15	69.45	72.53	78.76	9.48 TLI points
	Native English speaking	83.83	85.01	85.39	88.24	
Lamplighter	Non-native English speaking	68.77	68.99	71.58	76.45	7.37 TLI points
	Native English speaking	78.98	79.55	81.62	83.82	

Table 33: High School Reading by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	59.84	59.45	68.90	71.93	13.66 TLI points
	Native English speaking	81.64	81.27	83.62	85.59	
Lamplighter	Non-native English speaking	61.24	61.23	62.01	72.03	16.31 TLI points
	Native English speaking	83.25	83.93	85.18	88.34	

Table 34: High School Mathematics by Language

School		1998	1999	2000	2002	Achievement gap 2002
Beacon	Non-native English speaking	67.21	67.75	73.60	74.89	6.37 TLI points
	Native English speaking	74.84	75.23	79.00	81.26	
Lamplighter	Non-native English speaking	61.89	65.24	66.98	71.65	11.04 TLI points
	Native English speaking	73.85	76.34	78.43	82.69	

STUDENT SURVEY: EDUCATIONAL ASPIRATIONS, PERCEPTIONS, SCHOOL-RELATED EXPERIENCES, AND BEHAVIORS

Educational Aspirations

Students were surveyed in both 10th and 12th grades in high schools. Table 35 displays the demographics of students for Year 3. The following tables focus on student attitudes, perceptions, and behaviors; a comparison of Year 2 and Year 3 construct means; student differences by ethnicity; student differences by gender; educational aspirations of students; student perceptions of parent expectations for education; and the relationship between those factors and student outcomes.

Table 35: Student Demographics
(10th and 12th Graders)

Demographic	Frequency	Percentage
Age (in years)		
14	18	0.6%
15	481	17.1%
16	854	30.3%
17	707	25.1%
18	758	26.9%
Gender		
Male	1043	43.7%
Female	1343	56.3%
Number of siblings		
1	755	28.3%
2	768	28.8%
3	536	20.1%
4	273	10.2%
5	121	4.5%
6	216	8.1%
Race/Ethnicity		
American Indian	18	0.6%
Asian American	164	5.7%
African American	807	28.3%
Hispanic	1229	43.1%
White	528	18.5%
Other	107	3.8%

As expected, a majority (56%) of the students sampled were female. The sample mirrored the student population in all 10th and 12th grades in the project with regard to gender. A majority (57%) of the students reported that they had two or fewer siblings. Contrary to popular belief, the number of siblings reported by more than half of the students sampled was low even though a majority of students sampled were minorities (43.1% Hispanic and 28.0% African American). The findings indicated that students were somewhat ambivalent with regard to most perceptions and behaviors related to school and teachers. However, four attitudes were found to be much more positive over all others. Students reported a high sense of confidence in English ability (μ=3.92), indicating that students felt quite confident about their ability to learn and use English. While the majority of the students came from Hispanic and African American families, their perceptions regarding their ability to communicate effectively in English indicated a high degree of self-efficacy in the language.

Two positive findings were related to student perceptions of their math teachers. Students felt that their mathematics teachers encouraged students to work problems from the textbook or worksheets (μ = 3.67). Moreover, students felt that their math teachers incorporated the use of technical/electronic equipment in teaching mathematical concepts in class.

Table 36: Student Attitudes, Perceptions, and Behaviors

Construct	Mean
Sense of caring from teachers in the classroom	3.25
Student attitude about school	2.85
Students perceptions of personal safety on campus	3.59
Self-reported student attendance	2.26
Help from parents with school	3.03
Sense of confidence in math class	3.53
Encouragement and support provided by math teacher	3.46
Math teacher encourages student-directed learning	2.60
Sense of confidence in English ability	3.92
Persistent attitude in English class	2.32
Encouragement and support provided by English teacher	3.62
Student autonomy in English class	2.87
Student motivation approaching TAAS Test	2.89
I would learn more if my teachers would only slow down.	.30
Even if I try hard, my teachers never notice.	2.76
My teachers are quick to lose their cool.	3.19
I wish I could go to a different school.	2.81
I feel safe traveling between home and school.	3.63
I attended after-school programs such as tutoring or Saturday school.	2.12
I participated in school club or organizations.	3.23
My math teacher encourages students to work problems from the textbook or worksheets.	3.67
My math teacher allows students to work problems with a partner or in a small group.	3.46
My math teacher uses computers in the classroom.	2.18
My math teacher uses appropriate audio-visual technology to teach math.	2.79
My math teacher uses technical equipment (hand-held calculators, etc.).	3.65
My English teacher encourages students to work problems from the textbook or worksheets.	3.22
My English teacher allows students to work with a partner or in a small group.	3.58
I never do well on [TAAS] tests.	2.07
[TAAS] tests don't show how much I really know	3.28
[TAAS] tests are very easy for me	3.53
I like taking [TAAS] tests	2.23
The harder I try on [TAAS] tests, the better I do.	3.51
I don't care whether I pass TAAS or not.	1.89

Note. Scores are based on a scale of 1-5, with 1 indicating *strongly disagree* or *never*, and 5 indicating *strongly agree* or *very often*.

Table 37: Comparison of Year 2 and Year 3 Attitudes

Construct	Year 2	Year 3
Sense of caring from teachers in the classroom	3.16	3.25
Student attitude about school	2.91	2.85
Students perceptions of personal safety on campus	3.54	3.59
Self-reported student attendance	2.26	2.26
Sense of confidence in math class	3.48	3.53
Encouragement and support provided by math teacher	3.49	3.46
Math teacher encourages student-directed learning	2.37	2.60
Encouragement and support provided by English teacher	3.49	3.62
Student autonomy in English class	2.75	2.87
Student motivation approaching TAAS Test	2.86	2.89

Note. Scores are based on a scale of 1-5, with 1 indicating *strongly disagree* or *never*, and 5 indicating *strongly agree* or *very often*.

A final positive finding was a feeling on the part of the students that there was a certain sense of safety as students traveled between home and school (μ = 3.63). Once more, this finding must be considered in light of the fact that the majority of students in the sample were minorities. Whether minority neighborhoods where students lived were free of violence or not, the perception of those students was that they felt safe while traveling to and from school.

While students reported that math teachers utilized technical equipment in their teaching, these same students reported the use of computers in the classroom as minimal (μ = 2.18). It is believed that equipment such as overhead projectors and other audio/visual technology were employed in teaching math to students but that computers, specifically, were either not available or were not available in the right quantity for student use.

With regard to specific student behaviors, the sample reported that attendance in after- school programs such as tutoring or Saturday school was exceptionally low (μ = 2.12). Very few students made use of programs designed to help students academically. Further evidence of this negative student behavior is revealed in self-reported student attendance (μ = 2.26). In general, school attendance and participation in academic after-school programs was reported as being low.

Establishing a statistical difference between means from two different years was not possible because of the composition of both groups. The sample of students from Year 3 is drawn from the same cohort as Year 2, but mobility and other factors means the samples are not identical. It is possible that differences in means from one year to the next reflect changes in the students sampled rather than changes in the

Table 38: Study Differences by Ethnicity

Construct	Higher	Lower
Student attitude about school	Hispanic White	African American
Students perceptions of personal safety on campus	White	Asian Hispanic African American
Self-reported student attendance	African American Hispanic White	Asian
Help from parents with school	African American	American Indian Asian Hispanic White
Sense of confidence in English ability	African American White	Asian Hispanic
Student autonomy in English class	African American	White
Student motivation approaching TAAS Test	African American Hispanic	Asian White

constructs measured. These caveats aside, however, a general upward trend can be observed when comparing student attitudes and behaviors. One behavior, self-reported school attendance, did not change from Year 2 to Year 3. Student perceptions of the encouragement and support that was provided by their math teachers remained consistent for both years (3.49 for Year 2 and for Year 3). In the absence of any test of statistical significance, it is not possible to attribute any changes to specific interventions on the part of the school or the teacher. For 9 of the 12 constructs, nevertheless, a general positive trend is noted.

Differences by ethnicity are displayed only for specific attitudes and behaviors. Variation was found among groups on almost all of the attitudes and behaviors examined. A closer examination of the differences of perceptions by groups reveals that no reliable patterns can be seen as to which groups are more likely to have the higher mean, or which pairs of groups are most likely to be different from one another.

Certain conclusions, however, can be drawn from the findings. Hispanic and White students reported more positive attitudes with regard to school in general than African American students. Both Hispanic and White students:

1. Looked forward to school,
2. Did not wish that they didn't have to go to school,
3. Were not bored during the school day, or

Table 39: Student Differences by Gender

Construct	Higher
Sense of caring from teachers in the classroom	Female
Self-reported student attendance	Male
Sense of confidence in math class	Male
Encouragement and support provided by math teacher	Female
Sense of confidence in English ability	Female
Persistent attitude in English class	Male
Encouragement and support provided by English teacher	Female
My teachers are quick to lose their cool.	Male
I participated in school clubs or organizations.	Female
My math teacher encourages students to work problems from the textbook or worksheets.	Female
My math teacher allows students to work problems with a partner or in a small group.	Female
My math teacher uses computers in the classroom.	Male
My math teacher uses technical equipment (hand-held calculators, etc.).	Female
I like taking [TAAS] tests.	Male
I don't care whether I pass TAAS or not.	Female

4. Looked forward to the end of summer vacation so that they could come back to school.

Quite surprisingly, White students felt a greater sense of safety in the hallways and bathrooms of their schools as well as in the classroom over all other groups. Hispanic, African American, and Asian American students were less positive about their safety at school. This finding is puzzling because the majority of students in the Houston Annenberg schools were minorities.

The findings also indicated that Hispanic, African American, and White students reported a higher likelihood of attending classes than did Asian American students. The three former groups stated that they were less likely to be late for school or class, cut or skip school or a class, and be absent from school.

Of all the racial/ethnic groups, African American students reported that they sought a higher level of assistance and support from their parents. These students received more assistance from parents on schoolwork, were monitored by parents on their homework, and received more encouragement from their parents to do well in school.

One other perception where the findings met expectations with an added surprise was in the area of the student's self-efficacy in English. White students and African American students reported a greater sense of being able to master skills taught in an English class, believed that if they just tried harder they could master

Table 40: Educational Aspirations of Students

Student expectation	Year 1	Year 2	Year 3
Leave high school before graduating	1.3%	0.9%	1.0%
Leave high school and help at home	0.0%	0.9%	0.4%
Finish education with GED	0.0%	0.8%	0.5%
Graduate from high school and get a job	8.0%	9.1%	5.5%
Graduate from high school, go to 2-year or tech. school	6.3%	4.0%	4.4%
Graduate from high school, work, go to 2-year college	30.4%	13.3%	10.7%
Graduate from high school, work, go to 4-year college	30.4%	39.1%	41.4%
Graduate from high school and go to a 4-year college	47.2%	25.7%	31.4%
Graduate and go into armed services	6.8%	5.9%	4.6%

the work required and even do better in their grades, and more often believed themselves to be good at English than Hispanics and Asian Americans. While the language barrier was expected to influence these perceptions of Hispanics and Asian Americans, a similar perception was also expected of African American students.

Student classroom participation and involvement is an area of major interest for the Houston Annenberg Challenge. The findings based on the student sample indicated that the only significant difference among the racial/ethnic groups was found between White students and African American students. African American students reported a higher level of involvement in deciding what work was to be done for the class and what rules were to be followed in the classroom than White students.

Because of focus on student performance on the TAAS tests, students were asked to indicate the level of attention and preparation that they and their schools exerted in preparing for the test. Hispanic and African American students, more than White and Asian American students, reported working extra hard during the year so that they would do well on the test, receiving extra help at their schools to prepare for the TAAS, and spending a great deal of class time preparing for the test.

Differences among male and female students were quite evident in the area of student/teacher relationships and the support provided by those teachers. In this area, females reported more positive perceptions of teachers as caring for students in the classroom and more encouragement and support provided by both math and English teachers.

While female students have made advances in enrollments and achievement in mathematics, the findings indicate that male students still possess a higher level of confidence in those courses. Female students reported higher levels of confidence in English. Male students expressed much more confidence in quantitative courses while female students expressed more confidence in their verbal

Table 41: Student Perceptions of Parent Expectations for Education

Parent expectation	Year 1	Year 3
Graduate from high school	98.4%	98.0%
Continue education after high school	95.2%	94.5%

skills.

With regard to involvement in social organizations, female students reported higher levels of participation in clubs and student organizations such as sports teams, student council, cheerleading, drama club, or school newspaper. There is a slight possibility that the level of involvement in social organizations of female students might have negatively influenced their class attendance. Male students were more likely to attend school and not skip classes than were female students.

Because the students sampled were not the same from year to year, these percentages do not represent reliable indicators of the educational aspirations of a particular cohort of students over a three-year time period. Students in Year 3 may be included in the student sample in Year 2. However, students in Years 2 and 3 may have moved into a specific school district that was part of the Houston Annenberg Challenge. In that case, the students comprising the sample in Year 1 would definitely not be the same students in Years 2 and 3.

The findings revealed that the proportion of students expecting to leave high school before graduating remained about constant throughout the three-year period of the grant (1.0–1.3%). While more students indicated that they were expecting to get a job after graduating from high school in Year 2 (9.1%), the data shows a decline by Year 3 (5.5%). It is believed that the drop in the number of students that would consider graduating and immediately seek a job is offset by the increase in the proportion of students expecting to graduate from high school, work, and attend college. However, the proportion of students expecting to graduate from high school and attend a 4-year college declined from 47% in Year 1 to 31% in Year 3. The trend is for more students to work and go to college at the same time as opposed to graduating from high school and enrolling in college.

Over the three-year period of data collection, student perceptions of parental educational expectations have not changed significantly. Only 2% or less of the students surveyed felt that their parents did not expect them to graduate from high school. Moreover, only 5% or less of those same students believed that their parents did not expect them to continue their education after graduating from high school. Students' perceptions of parental expectations with regard to education have remained highly positive over the three yeas in which they were surveyed.

Relationships

Student data were analyzed to examine the degree of association between specific student perceptions and experiences and intervening outcomes such as students' confidence in their English or math abilities, the level of persistent effort they exert in English class, their overall attitudes about going to school, and their school/class attendance patterns. The models constructed to test these relationships were designed to reflect the fundamental reform interests central to the Houston Annenberg Challenge:

- High expectations and improved academic achievement;
- A personalized learning environment;
- A learning community of professionals focused on children's academic needs; and
- A collaborative network among schools, parents, and the business community.

Student Self-Efficacy/Confidence in English Ability

The model for testing the effects of various perceptions and experiences on student confidence in English ability was first examined for the possibility of interactions due to ethnicity and gender. No significant interactions were found and the sample was tested as a single group. The results indicated that student confidence in their English abilities was positively affected by (a) the treatment and support received from both math and English teachers, and (b) student participation in school-based clubs or organizations. In addition, higher levels of student self-efficacy in English were predicted by (c) *lower* levels of students' perceptions of the extent to which their math teachers encouraged student-directed learning, and (d) their perceptions that parents are in charge when it comes to making decisions at home. It would be possible to speculate that students' sense of their own abilities with regard to English is much higher when teachers and parents assume more of an authority position and provide a higher degree of guidance in the classroom and at home.

Student Attitudes Pertaining to School/Class Attendance

The second model examined the influence of student perceptions and experiences on their attitudes about going to school/class. These attitudes were predicted most strongly by students believing that:

1. Teachers care about their students.
2. Teachers also care what students think.
3. Most of their teachers try to be fair with students.
4. The perception that English teachers, specifically, are very supportive of students.
5. They would participate in activities associated with school-based clubs and organizations.
6. They could attend after-school or Saturday school events.

Student Resolve in English Class

A third model examined the impact of student perceptions and experiences on their resolve to tackle their English classes. Differences in resolve were not significantly different for males and females, but significant differences were found among the different ethnic groups. Surprisingly, for all groups, higher levels of resiliency resulted from *lower* levels of student perceptions that their English teachers were supportive of them, as expressed by praise, high expectations, and extra help. The more a student felt his or her English teacher was not supportive, the greater the student's sense of resolve in that class.

Differences existed among ethnic groups regarding other factors that influenced student resolve in English class. For Asian American students, a sense of encouragement from their math teachers influenced their resolve to master English. Some degree of speculation might infer that Asian American students take on an "oh, yeah" (or defiant) attitude toward English teachers, while they perceive that their math teachers praise and encourage them in mathematics.

African American students' resolve in English was predicted by student involvement in decision-making about work to be done and classroom rules in their English classes, as well as by parental involvement in major decision-making at home.

For Hispanic students, the influence of a math teacher paralleled that of an English teacher. Those students that reported not receiving any praise, encouragement, or support from both their English and math teachers were more likely to have a higher level of resolve (and defiance). In addition, the resolve of Hispanic students was impacted by the encouragement of math teachers toward student-directed learning, a sense of student autonomy practiced in English classes, and parental involvement in decision-making.

White students' resolve was predicted by parental involvement in decisions made at home and by the encouragement of math teachers toward student-directed learning.

Student Self-Efficacy/Confidence in Math Ability

The fourth model assessed student perceptions and experiences in predicting student confidence in math. Differences among male and female students were found. For both groups, words of encouragement and support received from a math teacher were instrumental in affecting the students' confidence in mathematics. Another positive influence was the participation of males and females in school-based clubs and organizations. An inverse relationship, however, was found between a student's sense of confidence in math and his or her lack of involvement in decision-making in an English class.

For female students only, a general feeling that most teachers cared for students was an important predictor of a student's self-efficacy in math. Combined with this factor was the belief that their involvement in major decisions at home was minimal. It is believed that for this female student population, the need for a caring, nurturing environment at school and a sense of feeling cared for at home contributed to the student's confidence level in math.

For male students, the perception that their English teachers provided support and encouragement positively impacted their level of confidence in math. One implication from this finding may be that male students are much more dependent on the views of all teachers as a means of establishing their confidence levels.

Self-Reported Student Attendance Patterns

The final model tested on the student sample was the impact of student perceptions and experiences on their self-reported attendance patterns. Several factors were found to vary significantly among the different ethnic groups. For example, Asian American, African American, and Hispanic students reported that their attendance in school and classes was dependent on the degree of encouragement and support received from their English teachers.

Similarly, for African American and White students, the belief that teachers in general cared about their students positively influenced their school and class attendance. For Hispanic students, class attendance was negatively affected by the perception that their math teachers were not very supportive and by their lack of participation in school-based clubs and organizations. Moreover, when these Hispanic students sensed a greater degree of required involvement in decision-making in English class, they were less likely to attend class. For White students, lack of attendance in class was influenced by a higher level of involvement in student-directed learning in their math classes and by their attendance at after-school programs and Saturday school for extra help. Although statistically significant differences were found among the different racial/ethnic groups, there was a discernable indication that the degree of words of encouragement and support from an English teacher emerged as an important predictor of all of the outcomes tested.

IV: SUMMARY & CONCLUSIONS

SUMMARY

In summary, the Houston Annenberg Challenge has served as a powerful engine for school reform in the Houston area. Indeed, Houston Annenberg's impact on the greater Houston community cannot be overemphasized.

To begin with, academic achievement at many of the schools funded by Houston Annenberg outpaces schools in the Houston ISD as tested by the national, norm-referenced Stanford 9 test. Annenberg Beacon schools in Houston ISD exceed the national average in math and reading, as do elementary Lamplighter schools. HISD, by contrast, performs below the national average in those areas.

Second, teachers at Houston Annenberg-funded schools stay at their schools longer than teachers at the state or regional level, and when they do leave, they tend to stay in the region in contrast to teachers in the region or other parts of the state.

Third, reforming schools have significantly reduced isolation within schools, between schools, and with the community by forming substantive partnerships. Multiple efforts to increase teacher learning led administrators and teachers to collaborate extensively. Collaboration became an implicit and explicit mechanism that drove the engine of school reform in Houston. Linking collaborative methods to improvement of curriculum and instruction expanded resources and promoted synergy. Furthermore, by creating constructive partnerships, participating schools increased community capacity for school improvement thereby deepening and broadening the reform across the metropolitan Houston area.

Fourth, Houston Annenberg built a strong accountability and peer review process to assess the work in the schools. The process not only helped Annenberg gauge how far each school or learning community had come toward the three imperatives, it actually pushed the schools along the road to success.

Fifth, Houston Annenberg is truly a community-based model of collaboration. Building collaborative relationships in the community is the hallmark of Houston Annenberg. Annenberg mediates among various political constituents, local political interest groups, business and civic leaders, parent groups, and community activists, who often maintain different ideas about school reform. Houston Annenberg serves as a conduit and a buffer between external stakeholders and the schools.

The Houston Annenberg Challenge has accomplished its goal to build long-term infrastructure to promote school reform across the Houston metropolitan area. They have created a new organization (Houston A+ Challenge) that will continue to pursue reform of public schools in the Houston metropolitan area. In fact, the new organization has already secured significant resources to continue educational reform in Houston. Their work has paved the way for future school reform in Houston.

In the last five years, the Houston Annenberg Challenge has served as the conduit for bringing new ideas and resources to the school level without alienating the school district. HAC placed powerful mechanisms in schools to accomplish such reform. Teachers and administrators understood the importance of such mechanisms to the success of school reform, thus making them an intricate part of the daily operation of schools. The question, however, is one of sustainability. We have learned that such mechanisms need to be in place to achieve and sustain school reform. To what extent will such infrastructures remain once Annenberg funds go away? Only time will tell.

AREAS FOR FUTURE WORK

Probably the most significant area for future growth is the restructuring of high schools. High schools have not been affected significantly by the reform efforts so far. Indeed, this is the area where Houston Annenberg may devote substantial resources to address teaching, curriculum, and student/teacher relationships. We strongly believe that the current configuration of high schools represses student creativity, dilutes student engagement, and erodes student interest to stay in school. Our data show that at least 46% of an entering minority freshman class does not graduate from high school four years later in the Harris County area (IDRA, 2002). This area should be of extreme concern because of the economic and social implications.

The second area of concern is the English Learner population present in this area. Our data indicate that English Learners show a major academic achievement gap when compared to those whose native language is English. Many of these students are concentrated in high schools. Thus, Houston Annenberg can bring specific interventions to help these students develop their English language skills quicker than most school districts do. There may be a need to develop language literacy programs away from the current configuration of schools.

Finally, the Houston Annenberg organization can have significant influence on policy development at the state level. The experience within funded schools of poverty and the performance of such schools in standardized and other authentic measures of performance provide Houston Annenberg with evidence to challenge certain state education policies. For instance, the Houston Annenberg program has evidence that a single test such as TAAS does not determine the education of a child. The education of a child is broader than a single test. One only has to look at the performance of poor children within the Houston Annenberg-funded arts-based program to understand the importance of the arts in educating low-income children. The Houston Annenberg group may continue to challenge other state-level assumptions that do not provide sound education for children of poverty.

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APPENDICES

Research and Evaluation Study Surveys

Teacher Survey

Student Survey

Principal Survey

Parent Survey

Houston Annenberg Challenge (HAC)

Research and Evaluation Study

Teacher Survey	Spring 2002

ABOUT THE SURVEY

This survey is being conducted by the Annenberg Research and Evaluation staff of The University of Texas at Austin (UT-A) as part of an evaluation of the Houston Annenberg Challenge (HAC).

Approximately 4000 teachers representing all Houston Annenberg Challenge schools are being surveyed during the Spring of 2002. Central purposes of this study are to learn how teachers view conditions in their schools and classrooms, and to get teachers' advice on how HAC can support their school's reform efforts.

The questionnaire has four areas of interest:

- **Professional Development**
- **School-Parents-Community Relationships**
- **Subject Area**
- **Experiences with Houston Annenberg Challenge (HAC)**

Individuals' answers to the questions will be kept strictly confidential. UT-A research is conducted under stringent university regulations designed to safeguard study participants. Identification codes are used only for follow-up purposes: your name will never appear on a questionnaire. Results of the survey will be reported in summary or statistical form so that individuals cannot be identified.

Time needed to complete the questionnaire is approximately 40 minutes.

Thank you for contributing your time and thoughtful responses to this evaluation. It is important that all teachers participate in the survey, and we think you will find the questions professionally meaningful and interesting.

FOR FURTHER INFORMATION

If you have any questions about the HAC evaluation, please feel free to call us:
Pedro Reyes, Evaluation Study Director, or Joy Phillips, Evaluation Project Manager,
(512) 475-8577.

Or mail us at: Houston Annenberg Challenge Research and Evaluation Project,
College of Education, SZB 310, The University of Texas at Austin, Austin TX 78712.

MARKING INSTRUCTIONS

- Use number 2 pencil only.
- Make dark marks that fill the oval completely.
- Erase cleanly any mark you wish to change.
- Make no stray marks.

CORRECT MARK ●

USE A NO. 2 PENCIL ONLY

INCORRECT MARKS ⊘ ⊗ ◒ ⊙

DEMOGRAPHICS

Gender:
○ Male
○ Female

Teaching Experience: (in years)
○ 0-2 ○ 3-5 ○ 6-10 ○ >10

Race/Ethnicity:
○ American Indian ○ Black ○ White
○ Asian ○ Hispanic ○ Other____________

Professional Development

1. Please mark the extent to which you agree or disagree with each of the following.

Overall, my professional development experiences this year:

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Have changed the way teachers talk about students in this school.	①	②	③	④	⑤
Have included opportunities to think carefully about, try, and evaluate new ideas.	①	②	③	④	⑤
Have deepened my understanding of subject matter.	①	②	③	④	⑤
Have helped me understand my students.	①	②	③	④	⑤
Have been sustained and coherently focused.	①	②	③	④	⑤
Have included opportunities to work with colleagues in my school.	①	②	③	④	⑤
Have led me to make changes in my teaching.	①	②	③	④	⑤
Have advocated practices I do not believe in.	①	②	③	④	⑤
Have been self-directed.	①	②	③	④	⑤
Have been isolated with no follow-up.	①	②	③	④	⑤
Have addressed the needs of the students in my classroom.	①	②	③	④	⑤

Furthermore, school-wide professional development activities:

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Have included opportunities to work productively with teachers from other schools.	①	②	③	④	⑤
Have shifted approaches to teaching in this school.	①	②	③	④	⑤
Have helped my school's staff work together.	①	②	③	④	⑤

2. When you have engaged in professional development activities, how often have the following been addressed.

	NEVER	SELDOM	FREQUENTLY	ALWAYS
The goals of this school.	①	②	③	④
Development of new curriculum.	①	②	③	④
Managing classroom behavior.	①	②	③	④
Helping students learn best.	①	②	③	④
Helping teachers learn how to teach effectively.	①	②	③	④

3. This year how often have you:

	NEVER	ONCE	TWICE	3-4 TIMES	5-9 TIMES	10 OR MORE TIMES
Attended workshops or courses sponsored by HAC (exclude required in-services).	①	②	③	④	⑤	⑥
Taken courses at a college or university relative to improving your school.	①	②	③	④	⑤	⑥
Participated in a network with other teachers outside your school.	①	②	③	④	⑤	⑥
Discussed curriculum and instruction matters with an outside professional group or organization.	①	②	③	④	⑤	⑥
Attended professional development activities organized by your school (include meetings that focus on improving your teaching).	①	②	③	④	⑤	⑥

This question concerns how teachers interact with each other in your school.

4. Please indicate the frequency with which you do each of the following:

	NEVER	A FEW TIMES PER YEAR	1-2 TIMES PER MONTH	1-2 TIMES PER WEEK	ALMOST DAILY
Share ideas on teaching with other teachers.	①	②	③	④	⑤
Observe another teacher teaching.	①	②	③	④	⑤
Teach with a colleague.	①	②	③	④	⑤
Discuss with other teachers what you/they learned at a workshop or conference.	①	②	③	④	⑤
Share and discuss student work with other teachers.	①	②	③	④	⑤
Discuss particular lessons that were not very successful.	①	②	③	④	⑤
Discuss beliefs about teaching and learning.	①	②	③	④	⑤
Discuss how to help students having problems.	①	②	③	④	⑤

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SERIAL #

School-Parents-Community Relationships

5. The parents of my students:

	NONE	FEW	SOME	MANY
Volunteer to help in the classroom.	①	②	③	④
Help raise funds for the school.	①	②	③	④
Attend school-wide special events.	①	②	③	④
Attend parent/teacher conferences when you requested them.	①	②	③	④
Attend school events.	①	②	③	④
Attend conferences intended for them.	①	②	③	④

6. Please mark the extent to which you agree or disagree with each of the following statements about the ways you interact with parents and others in the community.

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
I work closely with parents to meet students' needs.	①	②	③	④	⑤
I try to understand parents' problems and concerns.	①	②	③	④	⑤
I invite parents to visit classrooms to observe the instructional program.	①	②	③	④	⑤
I greet parents warmly when they call or visit the school.	①	②	③	④	⑤
I regularly communicate with parents about how they can help their children learn.	①	②	③	④	⑤
I work at communicating to parents about support needed to advance the school mission.	①	②	③	④	⑤
I encourage feedback from parents and the community.	①	②	③	④	⑤
I feel respected by the parents of my students.	①	②	③	④	⑤

Primary Subject Area Questions

If you are an elementary teacher, answer all the questions below that apply to you.

If you are a middle or high school teacher, we would like you to report on a specific class and subject area that you teach. We call this class your TARGET CLASS.

YOUR FIRST CLASS OF THE WEEK IN THAT SUBJECT IS YOUR TARGET CLASS.

Please answer the following questions about your TARGET CLASS.

7. What is the grade level of the students in your target class?

○ Elementary ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

Primary Subject Area Questions

8. How many students do you have in your target class?

○ Less than 20 students
○ 20 to 30 students
○ More than 30 students

9. How often do you use each of the following instructional strategies in your target class?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALMOST DAILY
Assign projects of at least one week's duration.	①	②	③	④	⑤
Have students memorize facts or procedures.	①	②	③	④	⑤
Have students explain their reasoning.	①	②	③	④	⑤
Relate the subject matter to students' experience and interests.	①	②	③	④	⑤
Have students read silently.	①	②	③	④	⑤
Have students take turns reading aloud.	①	②	③	④	⑤
Have students use library resources.	①	②	③	④	⑤
Lecture to the class for more than half a period.	①	②	③	④	⑤
Have students work in cooperative groups.	①	②	③	④	⑤
Have students complete workbook or textbook exercises in class.	①	②	③	④	⑤
Have students brainstorm ideas for written work.	①	②	③	④	⑤
Have students discuss and debate ideas for more than half a period.	①	②	③	④	⑤
Use highly structured call and response activities.	①	②	③	④	⑤

10. Consider the lessons you have taught in your target class this year. To what extent were the lessons focused on:

Reviewing content or skills from a previous grade level.	①	②	③	④	⑤
Covering basic facts related to a specific topic.	①	②	③	④	⑤
Covering concepts related to a specific topic.	①	②	③	④	⑤
Studying a topic in depth.	①	②	③	④	⑤
Developing reading skills.	①	②	③	④	⑤
Developing writing skills.	①	②	③	④	⑤
Developing mathematics skills.	①	②	③	④	⑤
Incorporating homework into the assignment.	①	②	③	④	⑤

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11. How often do you use the following methods to assess student learning and progress?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALMOST DAILY
Student participation in class.	①	②	③	④	⑤
Short writing assignments.	①	②	③	④	⑤
Longer writing assignments.	①	②	③	④	⑤
Student presentations of their work.	①	②	③	④	⑤
Multiple choice, true-false, fill-in-the-blank tests.	①	②	③	④	⑤
Short-answer tests.	①	②	③	④	⑤
Essay tests.	①	②	③	④	⑤
Student work on open-ended problems.	①	②	③	④	⑤
Individual student projects.	①	②	③	④	⑤
Group projects.	①	②	③	④	⑤
TAAS results.	①	②	③	④	⑤

12. What proportion of the students in your target class do you expect will:

	NONE	SOME	ABOUT HALF	ALMOST ALL
Graduate from high school.	①	②	③	④
Attend a two-year college.	①	②	③	④
Attend a four-year college or university.	①	②	③	④

13. Indicate the extent that you and others in your school have been involved in the following activities as part of your school's membership in the Houston Annenberg Challenge (HAC). Then indicate to what extent the activity supported your school's reform efforts.

INVOLVEMENT

	I WAS NOT INVOLVED	I WAS INVOLVED
Development of school's Annenberg proposal.	①	②
Lamplighter Institutes.	①	②
Reforming School Summer Institute (RSSI).	①	②
Workshop on Theory of Action.	①	②
Peer Review training.	①	②
School Peer Review reading.	①	②
HAC Overview & Expectations.	①	②
Critical Friends Coaching process.	①	②
Principal Study Group.	①	②
Program Advisory Team.	①	②
HAC Advisory Committee.	①	②
HAC Speaker Series.	①	②

EXTENT THAT ACTIVITY HELPED SUPPORT SCHOOL'S REFORM EFFORTS

	NOT AT ALL	VERY LITTLE	SOMEWHAT	CONSIDERABLE	A GREAT DEAL
Development of school's Annenberg proposal.	①	②	③	④	⑤
Lamplighter Institutes.	①	②	③	④	⑤
Reforming School Summer Institute (RSSI).	①	②	③	④	⑤
Workshop on Theory of Action.	①	②	③	④	⑤
Peer Review training.	①	②	③	④	⑤
School Peer Review reading.	①	②	③	④	⑤
HAC Overview & Expectations.	①	②	③	④	⑤
Critical Friends Coaching process.	①	②	③	④	⑤
Principal Study Group.	①	②	③	④	⑤
Program Advisory Team.	①	②	③	④	⑤
HAC Advisory Committee.	①	②	③	④	⑤
HAC Speaker Series.	①	②	③	④	⑤

14. Indicate how much each of the following has **changed** as a result of your school's involvement with HAC.

	SUBSTANTIAL DECREASE	SOME DECREASE	NO CHANGE	SOME INCREASE	SUBSTANTIAL INCREASE
Teachers in this school:					
Have a voice in school decisions.	①	②	③	④	⑤
Develop consensus on desired student learning outcomes.	①	②	③	④	⑤
Engage in discussion about needed areas for whole school change.	①	②	③	④	⑤
Participate as school leaders.	①	②	③	④	⑤
Have discussions about teaching and learning.	①	②	③	④	⑤
Collaborate with other teachers.	①	②	③	④	⑤
Are interested in learning new teaching approaches.	①	②	③	④	⑤
Use a variety of teaching methods.	①	②	③	④	⑤
Our school:					
Includes teacher aides/classified staff voice in school decision-making.	①	②	③	④	⑤
Includes parents in school decision-making.	①	②	③	④	⑤
Has a better reputation in the community.	①	②	③	④	⑤
Has parents' support for student learning.	①	②	③	④	⑤
Has high academic standards for all students.	①	②	③	④	⑤
Has support of the district for our school's reform goals.	①	②	③	④	⑤
Uses data as a basis for decision making.	①	②	③	④	⑤
Overall, our school has seen a **change** in the following:					
Student engagement.	①	②	③	④	⑤
Student grades.	①	②	③	④	⑤
Student absenteeism.	①	②	③	④	⑤
Student retention.	①	②	③	④	⑤
Good student conduct.	①	②	③	④	⑤
Academic engagement.	①	②	③	④	⑤
Reading test scores.	①	②	③	④	⑤
Math test scores.	①	②	③	④	⑤
TAAS scores.	①	②	③	④	⑤
Other standardized test scores.	①	②	③	④	⑤
Graduation Rates.	①	②	③	④	⑤
Dropout Rates.	①	②	③	④	⑤
Mobility Rates.	①	②	③	④	⑤
Use of resources.	①	②	③	④	⑤
Use of time.	①	②	③	④	⑤
Use of space.	①	②	③	④	⑤

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Houston Annenberg Challenge (HAC)

Research and Evaluation Study

Student Survey	Spring 2002

ABOUT THE SURVEY

We are interested in finding out how you feel about your experiences in school, your classes, and school in general. For this reason, we are asking that you help us get an overall picture of these school experiences and to also help us to identify areas for improvement. Keep in mind that there are no right or wrong answers to the questions. This is not a test.

No one at your school or in your family will see your answers. Your responses will be combined with those of other students, and they will never be identified as yours. REMEMBER THERE ARE NO RIGHT OR WRONG ANSWERS.

Thank you for being part of this important survey!

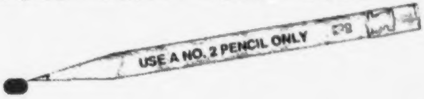
FOR FURTHER INFORMATION

If you have any questions about the HAC evaluation, please feel free to call us: Pedro Reyes, Evaluation Study Director, or Joy Phillips, Evaluation Project Manager, (512) 475-8577.

Or mail us at: Houston Annenberg Challenge Research and Evaluation Project, College of Education, SZB 310, The University of Texas at Austin, Austin TX 78712.

MARKING INSTRUCTIONS

- **Use number 2 pencil only.**
- **Make dark marks that fill the oval completely.**
- **Erase cleanly any mark you wish to change.**
- **Make no stray marks.**


USE A NO. 2 PENCIL ONLY

CORRECT MARK ●

INCORRECT MARKS

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PLEASE DO NOT WRITE IN THIS AREA

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SERIAL #

Student Survey

DEMOGRAPHICS **Age:** ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ Other____ **Gender:** ○ Male ○ Female

Number of Brothers or Sisters: ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more

Race/Ethnicity: ○ American Indian ○ Asian ○ Black ○ Hispanic ○ White ○ Other______________

Please indicate whether you are in the: ○ 10th grade ○ 12th grade

1. *In this section, we want for you to tell us about your experiences in school and what can be done to improve things for you and your classmates. For the following set of questions, think about your experiences with* ***your teachers****. Please use the following scale to indicate how much you agree or disagree with each statement.*

STRONGLY AGREE
AGREE
NOT SURE
DISAGREE
STRONGLY DISAGREE

My teachers really care about me.	①②③④⑤
My teachers care what I think.	①②③④⑤
My teachers always try to be fair.	①②③④⑤
I feel comfortable with teachers at this school.	①②③④⑤
My teachers listen to the ideas of students.	①②③④⑤
I would learn more if my teachers would only slow down.	①②③④⑤
My teachers let me know what is expected of me.	①②③④⑤
My teachers recognize my right to a different opinion.	①②③④⑤
Even if I try hard, my teachers never notice.	①②③④⑤
My teachers notice if I have trouble learning something.	①②③④⑤
My teachers are quick to "lose their cool."	①②③④⑤

2. *This next set of questions will ask you about what you think of your school. Please tell us how much you agree or disagree with the following statements.*

I usually look forward to school.	①②③④⑤
I wish I didn't have to go to school.	①②③④⑤
I wish I could go to a different school.	①②③④⑤
I'm bored in school.	①②③④⑤
I'm glad to get back to school after summer vacation.	①②③④⑤
I feel safe traveling between home and school.	①②③④⑤
I feel safe in the hallways and bathrooms of the school.	①②③④⑤
I feel safe in my classes.	①②③④⑤

3. *We now want you to think about your involvement in school. Using the following scale, please tell us how often during this year you have done the following things:*

VERY OFTEN
OFTEN
ONCE IN A WHILE
VERY SELDOM
NEVER

Attended after-school programs such as after-school tutoring or Saturday school for help with school.	①②③④⑤
Participated in school clubs or organizations such as a sports team, student council, cheerleading, drama club, school newspaper, or others.	①②③④⑤
Been late for a class.	①②③④⑤
Cut or skipped a class.	①②③④⑤
Been late for school.	①②③④⑤
Cut or skipped school.	①②③④⑤
Been absent from school.	①②③④⑤

4. *We are also interested in finding out about your educational future.*

What do you *hope* you will be doing in the future? (MARK ONLY ONE)

○ Leave high school before graduating
○ Leave high school and help at home
○ Finish education in a GED program
○ Graduate from high school and get a job
○ Graduate from high school and go on to a two-year or technical school
○ Graduate from high school, work, and go to a two-year college
○ Graduate from high school, work, and go to a four-year college
○ Graduate from high school and go to a four-year college
○ Graduate and go into the armed services

5. Do you think your parents expect you:

	Yes	No
To graduate from high school?	○	○
To continue with your education after high school?	○	○

6. Using the following scale, please tell us how often during this year:

VERY OFTEN
OFTEN
ONCE IN A WHILE
VERY SELDOM
NEVER

You sought assistance from your parents on schoolwork.	①②③④⑤
Your parents checked to see if you had done your homework.	①②③④⑤
Your parents praised you for doing well in school	①②③④⑤
Your parents encouraged you to work hard at school.	①②③④⑤
Your parents made sure you got to school on time.	①②③④⑤
Your parents talked with you about your assigned homework.	①②③④⑤

Student Survey

7. We now want you to turn your attention to a *Math class* you have taken this year as you go into the next section.

Which math course will you be thinking about as you answer the following sections? (MARK ONLY ONE.)

○ Trigonometry ○ Algebra ○ General Math
○ Calculus ○ Geometry

8. *Please indicate how much you agree or disagree with the following statements about your math class.*

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
I am certain I can master the skills taught in this class.	①	②	③	④	⑤
I can do even the hardest work in this class if I try.	①	②	③	④	⑤
No matter how hard I try, there is some class work I'll never understand.	①	②	③	④	⑤
If I try harder, I know I can do better.	①	②	③	④	⑤
I am good at math.	①	②	③	④	⑤
I don't try hard in math because I know I won't get a good grade.	①	②	③	④	⑤

9. *My math teacher:*

Encourages me to do extra work when I don't understand something.	①	②	③	④	⑤
Praises my efforts when I work hard.	①	②	③	④	⑤
Expects me to do my best all the time.	①	②	③	④	⑤
Expects me to complete my homework every night.	①	②	③	④	⑤
Cares if I get bad grades in this class.	①	②	③	④	⑤
Cares if I don't do my work in this class.	①	②	③	④	⑤
Believes I can do well in school.	①	②	③	④	⑤
Is willing to give extra help on schoolwork if I need it.	①	②	③	④	⑤
Helps me catch up if I am behind.	①	②	③	④	⑤
Notices if I have trouble learning something.	①	②	③	④	⑤
Involves students in deciding what work is to be done.	①	②	③	④	⑤
Lets students help decide what the rules will be.	①	②	③	④	⑤
Lets students choose their own problems to work on for this class.	①	②	③	④	⑤
Encourages students to work problems from the textbook or worksheets.	①	②	③	④	⑤
Allows students to work problems with a partner or in a small group.	①	②	③	④	⑤
Uses computers in the classroom.	①	②	③	④	⑤
Uses appropriate audio-visual technology to teach math.	①	②	③	④	⑤
Uses technical equipment (hand held calculators, etc.).	①	②	③	④	⑤

10. This next section we want you to think about an *English class* you have taken this year.

What kind of English class are you taking this year (MARK ONLY ONE.)

○ English
○ Advanced English
○ Reading/Language Arts

11. *Please indicate how much you agree or disagree with the following statements about your English class.*

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
I am certain I can master the skills taught in this class.	①	②	③	④	⑤
I can do even the hardest work in this class if I try.	①	②	③	④	⑤
No matter how hard I try, there is some class work I'll never understand.	①	②	③	④	⑤
If I try harder, I know I can do better.	①	②	③	④	⑤
I am good at English.	①	②	③	④	⑤
I don't try hard in English because I know I won't get a good grade.	①	②	③	④	⑤

12. *My English teacher:*

Encourages me to do extra work when I don't understand something.	①	②	③	④	⑤
Praises my efforts when I work hard.	①	②	③	④	⑤
Expects me to do my best all the time.	①	②	③	④	⑤
Expects me to complete my homework every night.	①	②	③	④	⑤
Cares if I get bad grades in this class.	①	②	③	④	⑤
Cares if I don't do my work in this class.	①	②	③	④	⑤
Believes I can do well in school.	①	②	③	④	⑤
Is willing to give extra help on schoolwork if I need it.	①	②	③	④	⑤
Helps me catch up if I am behind.	①	②	③	④	⑤
Notices if I have trouble learning something.	①	②	③	④	⑤
Involves students in deciding what work is to be done.	①	②	③	④	⑤
Lets students help decide what the rules will be.	①	②	③	④	⑤
Lets students choose their own topics to work on for this class.	①	②	③	④	⑤
Encourages students to work problems from the textbook or worksheets.	①	②	③	④	⑤
Allows students to work with a partner or in a small group.	①	②	③	④	⑤
Uses computers in the classroom.	①	②	③	④	⑤
Uses appropriate audio-visual technology to teach English.	①	②	③	④	⑤

Student Survey

13. *Students are required to take TAAS tests. The next set of questions will ask you to tell us how you feel about these tests.*

STRONGLY AGREE
AGREE
NOT SURE
DISAGREE
STRONGLY DISAGREE

I never do well on these tests.	①②③④⑤
These tests don't show how much I really know.	①②③④⑤
These tests are very easy for me.	①②③④⑤
I like taking these tests.	①②③④⑤
The harder I try on these tests, the better I do.	①②③④⑤
I am working extra hard this year so that I can do well on the TAAS.	①②③④⑤
I get extra help at school to prepare for the TAAS.	①②③④⑤
We spend a lot of class time preparing for the TAAS.	①②③④⑤
I don't care whether I pass the TAAS or not.	①②③④⑤

14. *(If you have never moved from one district to another or from one school to another school, please mark the bubble at the right and skip this section.)* ▸▸▸ ○

Sometimes parents must make a move during the middle of a school year. Looking back on those moves, please indicate how much you agree or disagree with the following statements:

STRONGLY AGREE
AGREE
NOT SURE
DISAGREE
STRONGLY DISAGREE

My parents never include me in discussions about moving.	①②③④⑤
My parents never take my feelings into consideration in deciding whether to move or not.	①②③④⑤
I believe that kids must accept whatever parents decide in a move.	①②③④⑤
Every time I move, it is difficult for me:	
to make new friends.	①②③④⑤
to adjust to new teachers.	①②③④⑤
to adjust to different academic standards.	①②③④⑤
to fit in with others in the new school.	①②③④⑤
I believe that every time I must move, my education is disrupted.	①②③④⑤
I feel so alone and isolated at school every time I must go to a new school.	①②③④⑤
Even when I know that moving is the right thing to do, I really dislike leaving:	
my school	①②③④⑤
my friends	①②③④⑤
my teachers	①②③④⑤

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SERIAL #

Houston Annenberg Challenge (HAC) Research and Evaluation Study

Principal Survey

Spring 2002

ABOUT THE SURVEY

This survey is being conducted by the Annenberg Research and Evaluation staff of The University of Texas at Austin (UT-A) as part of an evaluation of the Houston Annenberg Challenge (HAC).

Principals in all Houston Annenberg Challenge schools are being surveyed during the Spring of 2002. Central purposes of the study are to learn how principals view conditions in their schools, and to get principals' advice on how HAC can support their school's reform efforts.

Time needed to complete the questionnaire is approximately 40 minutes.

Individuals' answers to the questions will be kept strictly confidential. UT-A research is conducted under stringent university regulations designed to safeguard study participants. Identification codes are used only for follow-up purposes: your name will never appear on a questionnaire. Results of the survey will be reported in summary or statistical form so that individuals cannot be identified.

Thank you for contributing your time and thoughtful responses to this evaluation. It is important that all principals participate in the survey, and we think you will find the questions professionally meaningful and interesting.

FOR FURTHER INFORMATION

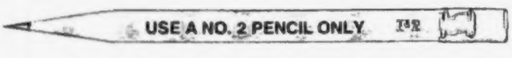
If you have any questions about the HAC evaluation, please feel free to call us:
Pedro Reyes, Evaluation Study Director, or Joy Phillips, Evaluation Project Manager, (512) 475-8577.

Or mail us at: Houston Annenberg Challenge Research and Evaluation Project, College of Education, SZB 310, The University of Texas at Austin, Austin TX 78712.

MARKING INSTRUCTIONS

- Use number 2 pencil only.
- Make dark marks that fill the oval completely.
- Erase cleanly any mark you wish to change.
- Make no stray marks.

CORRECT MARK ●


USE A NO. 2 PENCIL ONLY
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INCORRECT MARKS ⊘ ⊗ ⊖ ⊙

DEMOGRAPHICS

Gender: ○ Male ○ Female

Administrative Experience: (in years) ○ 0-2 ○ 3-5 ○ 6-10 ○ >10
Teaching Experience: (in years) ○ 0-5 ○ 6-10 ○ 11-15 ○ >15

Race/Ethnicity: ○ American Indian ○ Asian ○ Black ○ Hispanic ○ White ○ Other ________

Principal Survey

1. How much influence do teachers have on school policy in each of the areas below?

	NONE	A LITTLE	A FAIR AMOUNT	A GREAT DEAL
Specific teaching assignments.	①	②	③	④
School's schedule (including teacher preparation periods).	①	②	③	④
Measurement of students' progress.	①	②	③	④
Hiring new professional personnel.	①	②	③	④
Appropriation of discretionary school funds.	①	②	③	④
Books and other instructional materials selected for classrooms.	①	②	③	④
Hiring a new principal.	①	②	③	④
Curriculum and instructional program.	①	②	③	④
Content of in-service programs.	①	②	③	④
Standards for student learning.	①	②	③	④
Focus of school reform efforts.	①	②	③	④

2. Please indicate how strongly you agree or disagree with the statements regarding your district.

The district...:	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Inspires the very best in the job performance of its personnel.	①	②	③	④	⑤
Supports local innovation.	①	②	③	④	⑤
Holds high expectations for our school.	①	②	③	④	⑤
Builds community confidence in our school.	①	②	③	④	⑤
Supports my school's change effort.	①	②	③	④	⑤
Creates mandates without providing adequate support.	①	②	③	④	⑤
Promotes the professional development of teachers.	①	②	③	④	⑤
Ensures that student learning is "bottom line" in this school.	①	②	③	④	⑤
Commits to high standards for every student.	①	②	③	④	⑤
Priorities are consistent with my school's priorities.	①	②	③	④	⑤

2. Please indicate how strongly you agree or disagree with the statements regarding your district.

The district...:	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Understands my school's reform agenda.	①	②	③	④	⑤
Gives schools control over their budgets.	①	②	③	④	⑤
Allows schools to make decisions about:					
Educational standards	①	②	③	④	⑤
Curriculum	①	②	③	④	⑤
Instructions	①	②	③	④	⑤
Hiring Teachers	①	②	③	④	⑤
Scheduling	①	②	③	④	⑤

3. Considering your current job as school principal, how much do you agree or disagree with the statements about yourself.

I...:	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Place high priority on promoting parental involvement.	①	②	③	④	⑤
Place high priority on promoting community involvement.	①	②	③	④	⑤
Work to create a sense of community.	①	②	③	④	⑤
Include parents in decision-making.	①	②	③	④	⑤
Rely on a consensus decision-making process.	①	②	③	④	⑤
Believe the most important part of my job is to help people work together toward common goals.	①	②	③	④	⑤
Make the final decision on all-important matters.	①	②	③	④	⑤
Prefer to work with committees.	①	②	③	④	⑤
Believe schools benefit from having an array of reform programs.	①	②	③	④	⑤
Decide what the program will be offered for in-service.	①	②	③	④	⑤
Believe it is important to help teachers develop professionally.	①	②	③	④	⑤
Encourage teachers to communicate regularly with other teachers.	①	②	③	④	⑤
Encourage teachers to try new methods of instruction.	①	②	③	④	⑤
Hold all students to high standards.	①	②	③	④	⑤

PLEASE DO NOT WRITE IN THIS AREA

○○○○○○○○○○○○○○○○○

SERIAL #

4. Please mark the extent to which you agree or disagree with each of the following statements about your school.

This school...:	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Has well-defined learning expectations for all students.	①	②	③	④	⑤
Uses consistent standards from classroom to classroom.	①	②	③	④	⑤
Sets high standards for students' academic performance.	①	②	③	④	⑤
Examines school performance regularly.	①	②	③	④	⑤
Evaluates school programs and activities.	①	②	③	④	⑤
Uses assessment data on student performance to modify school's curriculum.	①	②	③	④	⑤
Is actively involved in school reform.	①	②	③	④	⑤
Teachers in this school...:					
Are interested in what students do outside of school.	①	②	③	④	⑤
Listen to students.	①	②	③	④	⑤
Like students.	①	②	③	④	⑤
Treat students with respect.	①	②	③	④	⑤
Continually seek and learn new ideas.	①	②	③	④	⑤
Incorporate innovative practices.	①	②	③	④	⑤
Provide intellectually challenging learning environments.	①	②	③	④	⑤
Use inquiry and reflection.	①	②	③	④	⑤
Trust each other.	①	②	③	④	⑤
Feel responsible to help each other to do their best.	①	②	③	④	⑤
Have sufficient time to work together.	①	②	③	④	⑤
Actively participate in decision-making.	①	②	③	④	⑤
Make group decisions effectively.	①	②	③	④	⑤
Solve problems effectively.	①	②	③	④	⑤
Deal effectively with conflict.	①	②	③	④	⑤
Work closely with parents to meet students' needs.	①	②	③	④	⑤
Understand parents' concerns.	①	②	③	④	⑤
Invite parents to visit classrooms to observe the instructional program.	①	②	③	④	⑤
Greet parents warmly when they call or visit the school.	①	②	③	④	⑤
Regularly communicate with parents about how they can help their children learn.	①	②	③	④	⑤
Communicate the school's mission to parents.	①	②	③	④	⑤

4. Please mark the extent to which you agree or disagree with each of the following statements about your school.

Teachers in this school...:	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Seek parental support to fulfill the school's mission.	①	②	③	④	⑤
Encourage feedback from parents.	①	②	③	④	⑤
Respect parents.	①	②	③	④	⑤
Receive respect from parents.	①	②	③	④	⑤

5. To what extent are each of the following concerns in your school.

	SERIOUS	MODERATE	MINOR	NOT A PROBLEM
Student tardiness.	①	②	③	④
Student absenteeism.	①	②	③	④
Teacher absenteeism.	①	②	③	④
Students cutting class.	①	②	③	④
Physical conflicts among students.	①	②	③	④
Robbery or theft.	①	②	③	④
Vandalism of school property.	①	②	③	④
Student pregnancy.	①	②	③	④
Student use of alcohol.	①	②	③	④
Student drug abuse.	①	②	③	④
Student possession of weapons.	①	②	③	④
Verbal abuse of teachers.	①	②	③	④
Student disrespect for teachers.	①	②	③	④
Students dropping out.	①	②	③	④
Student apathy.	①	②	③	④
Lack of academic challenge.	①	②	③	④
Lack of parent involvement.	①	②	③	④
Poverty.	①	②	③	④
Racial tension.	①	②	③	④
Students come to school unprepared to learn.	①	②	③	④
Poor nutrition.	①	②	③	④
Poor student health.	①	②	③	④
Addressing the needs of English language learners.	①	②	③	④
TAAS scores.	①	②	③	④

PLEASE DO NOT WRITE IN THIS AREA

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6. Indicate to what extent your staff uses the following information to inform school reform efforts.

	NOT AT ALL	SLIGHTLY	MODERATELY	SIGNIFICANTLY
Average student scores on standardized tests.	①	②	③	④
Breakdown of test scores for race/ethnic groups.	①	②	③	④
Student performances on exhibitions or unstructured tasks.	①	②	③	④
Student work samples.	①	②	③	④
Student portfolios.	①	②	③	④
Student surveys.	①	②	③	④
Student focus groups.	①	②	③	④
Teacher surveys.	①	②	③	④
Parent surveys.	①	②	③	④
Records on student mobility and attendance.	①	②	③	④
Cumulative records of student performance.	①	②	③	④

7. Indicate the extent that your school has been involved in the following activities as part of your school's membership in the Houston Annenberg Challenge (HAC). Then indicate to what extent the activity supported your school's reform efforts.

INVOLVEMENT	WAS INVOLVED	WAS NOT INVOLVED
Development of school's Annenberg proposal.	①	②
Lamplighter Institutes.	①	②
Reforming School Summer Institute (RSSI).	①	②
Workshop on Theory of Action.	①	②
Peer Review training.	①	②
School Peer Review reading.	①	②
HAC Overview & Expectations.	①	②
Critical Friends Coaching process.	①	②
Principal Study Group.	①	②
Program Advisory Team.	①	②
HAC Advisory Committee.	①	②
HAC Speaker Series.	①	②

EXTENT THAT ACTIVITY HELPED SUPPORT SCHOOL'S REFORM EFFORTS	NOT AT ALL	VERY LITTLE	SOMEWHAT	CONSIDERABLE	A GREAT DEAL
Development of school's Annenberg proposal.	①	②	③	④	⑤
Lamplighter Institutes.	①	②	③	④	⑤
Reforming School Summer Institute (RSSI).	①	②	③	④	⑤
Workshop on Theory of Action.	①	②	③	④	⑤
Peer Review training.	①	②	③	④	⑤
School Peer Review reading.	①	②	③	④	⑤
HAC Overview & Expectations.	①	②	③	④	⑤
Critical Friends Coaching process.	①	②	③	④	⑤
Principal Study Group.	①	②	③	④	⑤
Program Advisory Team.	①	②	③	④	⑤
HAC Advisory Committee.	①	②	③	④	⑤
HAC Speaker Series.	①	②	③	④	⑤

8. Indicate how much each of the following has changed as a result of your school's involvement with HAC.

In terms of teachers...:	SUBSTANTIAL DECREASE	SOME DECREASE	NO CHANGE	SOME INCREASE	SUBSTANTIAL INCREASE
Participation in school decisions.	①	②	③	④	⑤
Consensus on student learning outcomes.	①	②	③	④	⑤
Consensus on needed areas for school change.	①	②	③	④	⑤
Participation as school leader.	①	②	③	④	⑤
Collaboration.	①	②	③	④	⑤
Interest in learning new teaching approaches.	①	②	③	④	⑤
Participation in professional development.	①	②	③	④	⑤
Use of a variety of teaching methods.	①	②	③	④	⑤
Teacher aide participation in school decisions.	①	②	③	④	⑤
Classified staff participation in school decisions.	①	②	③	④	⑤
High academic standards for all students.	①	②	③	④	⑤
Use of data as a basis for decision making.	①	②	③	④	⑤
Staff discussions of teaching and learning.	①	②	③	④	⑤
District's support of our school's reform goals.	①	②	③	④	⑤
School's reputation in the community.	①	②	③	④	⑤
Relationships with parents.	①	②	③	④	⑤
Relationships with community members.	①	②	③	④	⑤
Parent participation in school decisions.	①	②	③	④	⑤
Parent support of student's learning.	①	②	③	④	⑤
Overall our school has seen a change in the following...:					
Student engagement.	①	②	③	④	⑤
Student grades.	①	②	③	④	⑤
Student absenteeism.	①	②	③	④	⑤
Student retention.	①	②	③	④	⑤
Good student conduct.	①	②	③	④	⑤
Academic engagement.	①	②	③	④	⑤
Reading test scores.	①	②	③	④	⑤
Math test scores.	①	②	③	④	⑤
TAAS scores.	①	②	③	④	⑤
Other standardized test scores.	①	②	③	④	⑤
Graduation Rates.	①	②	③	④	⑤
Dropout Rates.	①	②	③	④	⑤
Mobility Rates.	①	②	③	④	⑤
Use of resources.	①	②	③	④	⑤
Use of time.	①	②	③	④	⑤
Use of space.	①	②	③	④	⑤

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Houston Annenberg Challenge (HAC)
Research and Evaluation Study

Parent Survey	**Spring 2002**

ABOUT THE SURVEY

This survey is being conducted by the Annenberg Research and Evaluation staff of The University of Texas at Austin (UT-A) as part of an evaluation of the Houston Annenberg Challenge (HAC).

Parents of students attending schools involved in the Houston Annenberg Challenge are being surveyed during the Spring of 2002. We believe parents are important partners in the success of school reform efforts. The primary purposes of this study are to learn about your views of your child's (or children's) school(s) and your involvement with your child's education.

The questionnaire has two parts:

- **School, Parents, and the Community**
- **You and Your Child**

It will take approximately 20 minutes for you to complete this survey. Of course, additional written comments of any length are welcome.

Your responses to the questions will be kept strictly confidential. We do not have a list of parents' names, so your name cannot be linked with your completed survey. In addition, results from this survey will be reported in summary form so that individuals cannot be identified.

Thank you for contributing your time and thoughtful responses to this evaluation. It is important that all parents participate in the survey so that we are able to accurately represent the parents' perspective.

FOR FURTHER INFORMATION

If you have any questions about the HAC evaluation, please feel free to call us:
Pedro Reyes, Evaluation Study Director, or Joy Phillips, Evaluation Project Manager,
(512) 475-8577.

Or mail us at: Houston Annenberg Challenge Research and Evaluation Project,
College of Education, SZB 310, The University of Texas at Austin, Austin TX 78712.

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

MARKING INSTRUCTIONS
- Use number 2 pencil only.
- Make dark marks that fill the oval completely.
- Erase cleanly any mark you wish to change.
- Make no stray marks.

CORRECT MARK ●

USE A NO. 2 PENCIL ONLY

INCORRECT MARKS ⊘ ⊗ ◒ ⊙

DEMOGRAPHICS

Gender: ○ Male ○ Female

Race/Ethnicity: ○ American Indian ○ Asian ○ Black ○ Hispanic ○ White ○ Other__________

School, Parents, and Community

1. Please rate your child's school in the following:

CURRENT STATUS	SATISFACTORY	UNSATISFACTORY	NOT SURE
The school's relationships with parents.	①	②	③
The school's relationship with the community.	①	②	③
Teachers relationships with parents.	①	②	③
Parent involvement in school activities.	①	②	③
The school's reputation...: with local businesses.	①	②	③
with community leaders.	①	②	③
with community members.	①	②	③

2. Please mark the extent to which you agree or disagree with the following statements regarding your school's relationships with parents:

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Teachers work closely with parents to meet students' needs.	①	②	③	④	⑤
Teachers regularly communicate with parents about how they can help their child learn.	①	②	③	④	⑤
Teachers and parents think of each other as partners in educating children.	①	②	③	④	⑤
Parents have good ideas about how teachers can teach their children.	①	②	③	④	⑤
Teachers work hard to build trusting relationships with parents.	①	②	③	④	⑤
Parents are asked for suggestions regarding school programs.	①	②	③	④	⑤
Teachers use parents' suggestions in the classroom.	①	②	③	④	⑤

You, Your Child, and the School

3. Please mark the extent to which you agree or disagree with the following:

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
I often visit the classrooms to observe.	①	②	③	④	⑤
I am greeted warmly when I call or visit the school.	①	②	③	④	⑤
I often help raise funds for our school.	①	②	③	④	⑤
I frequently serve on school committees.	①	②	③	④	⑤
I usually attend parents' night and extracurricular activities.	①	②	③	④	⑤
I frequently talk with teachers about my child's homework.	①	②	③	④	⑤
I generally talk about disciplinary issues with teachers.	①	②	③	④	⑤
I take my child to the library often.	①	②	③	④	⑤
I am satisfied with the parent information programs offered by this school.	①	②	③	④	⑤
I am supportive of this school.	①	②	③	④	⑤
My job interferes with my attending school meetings.	①	②	③	④	⑤

4. What is the highest level of schooling completed?

FATHER (or other adult male living with child)	MOTHER (or other adult female living with child)
○ Grade school	○ Grade school
○ High school	○ High school
○ Associate Degree (AA)	○ Associate Degree (AA)
○ Baccalaureate Degree (BA/BS)	○ Baccalaureate Degree (BA/BS)
○ Graduate or Professional Degree	○ Graduate or Professional Degree

5. Please mark what you hope your child will be doing in the future. Choose only one.

○ Leave high school before graduating.
○ Leave high school and help at home.
○ Finish education in a GED program.
○ Graduate from high school and get a job.
○ Graduate from high school and go on to a two-year or technical school.
○ Graduate from high school, work, and go to a two-year college.
○ Graduate from high school, work, and go to a four-year college.
○ Graduate from high school and go to a four-year college.
○ Graduate and go into the armed services.

BEST COPY AVAILABLE

6. Please mark what you expect your child will be doing in the future. Choose only one.

- ○ Leave high school before graduating.
- ○ Leave high school and help at home.
- ○ Finish education in a GED program.
- ○ Graduate from high school and get a job.
- ○ Graduate from high school and go on to a two-year or technical school.
- ○ Graduate from high school, work, and go to a two-year college.
- ○ Graduate from high school, work, and go to a four-year college.
- ○ Graduate from high school and go to a four-year college.
- ○ Graduate and go into the armed services.

7. How many times have you moved from one school district to another during the last 2 years?

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ○ More than 10

8. If you move, do you usually wait to make a move until the end of a school semester?

○ Yes ○ No

9. If you move, do you usually wait to make a move until the end of a school year?

○ Yes ○ No

10. ***(If you have never moved from one district to another or from one school o another school, skip this section.)*** **Sometimes you as parents must make a move during the school year. Please indicate how much you agree or disagree with the following statements.**

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
I include my child/children in discussions about moving.	①	②	③	④	⑤
I take my child/children's feelings under consideration in deciding whether to move or not.	①	②	③	④	⑤
I believe that children must accept whatever parents decide is best in a move.	①	②	③	④	⑤
I believe that every time we move, my child/children's education is disrupted.	①	②	③	④	⑤
Every time we move, it is difficult for my child/children:					
to form new friendships.	①	②	③	④	⑤
to adjust to new teachers.	①	②	③	④	⑤
to adjust to different academic standards at different schools.	①	②	③	④	⑤
to fit in with others in the new school.	①	②	③	④	⑤
Even when my child/children know that moving is the right thing to do, they really dislike leaving...:					
their school.	①	②	③	④	⑤
their friends.	①	②	③	④	⑤
their teachers.	①	②	③	④	⑤

11. During this school year, how often have you:

	NEVER	ONCE IN A WHILE	MOST OF THE TIME	ALMOST ALWAYS
Helped with your child's homework.	①	②	③	④
Checked to see if the homework is completed.	①	②	③	④
Praised your child for doing well in school.	①	②	③	④
Encouraged your child to take responsibility for the things he/she has done.	①	②	③	④
Encouraged your child to work hard at school.	①	②	③	④
Made sure your child got to school on time.	①	②	③	④
Grounded your child or taken away privileges because he/she was not doing well in school.	①	②	③	④

12. How much time does your child spend doing homework on a typical day?

- ○ My child doesn't get homework.
- ○ 30 minutes
- ○ 1 hour
- ○ 2 hours
- ○ 3 hours
- ○ 4 hours or more

13. I believe that because of my involvement with school and teachers, my child...

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Is doing well.	①	②	③	④	⑤
Is more engaged in school activities.	①	②	③	④	⑤
Is more engaged in school-related activities.	①	②	③	④	⑤

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Houston Annenberg Challenge (HAC)
Estudio de Investigación y Evaluación

Encuesta a los Padres

Primavera 2002

SOBRE LA ENCUESTA

Esta encuesta está dirigida por el personal del Annenberg Research and Evaluation de la Universidad de Texas en Austin (UT-A) y forma parte de una evaluación del Houston Annenberg Challenge (HAC).

Los padres de los estudiantes que asisten las esuelas envueltas en el Houston Annenberg Challenge participaran en la encuesta durante la primavera del año 2002. Nosotros creemos que los padres son compañeros importantes para que el esfuerzo para mejorar las escuelas tenga éxito. El propósito primario de este estudio es saber sus opiniones sobre las escuelas de sus hijos y su envolvimiento en la educación de su hijos.

Este cuestionario incluye dos partes:

- **Las escuelas, los padres y la comunidad**
- **Usted y su hijo/hija**

Le tomará aproximadamente 20 minutos para llenar esta encuesta. Por supuesto, se le invita incluír comentarios por escrito de cualquier tamaño.

Sus respuestas a las preguntas se mantendran estrictamente confidenciál. No tenemos una lista con los nombres de los padres, así que su nombre no podrá se comparado con la encuesta. Además, los resultados de esta encuesta seran reportados en forma sumaria para asegurar que las respuestas no puedan ser identificadas.

Gracias por contribuír su tiempo y sus respuestas atentas a esta evaluación. Es importante para nosotros que todos los padres participen en esta encuesta para poder representar sus opiniones mas precisamente.

PARA MAS INFORMACIÓN

Si usted tiene cualquier pregunta sobre la encuesta de HAC, por favor sientase libre de llamarnos: Pedro Reyes, Director del Estudio de Evaluación, o Joy Phillips, Administradora del Proyecto de Evaluación, (512) 475-8577.

O corresponda por correo al: Houston Annenberg Challenge Research and Evaluation Project, College of Education, SZB 310, The University of Texas at Austin, Austin TX 78712.

INSTRUCCIONES PARA MARCAR
- Use solamente el lápiz Número 2.
- Llene el óvalo completamente con marcas fuertes y oscuras
- Borre completamente cualquier marca que desee cambiar.
- No haga marcas descarriadas.

MARCA CORRECTA ●

USE SOLAMENTE EL LAPIZ NUMERO 2

MARCA INCORRECTA ⊘ ⊗ ⊖ ⊙

DATOS DEMOGRÁFICOS

Sexo: ○ Masculino ○ Femenino

Raza/Ethicidad ○ Indigena (Americano) ○ African Americano ○ Blanco ○ Asiatico ○ Hispano/Latino ○ Otro ____________

La Escuela, Los Padres y La Comunidad

1. Por favor clasifique a la escuela de su hijo.

ESTADO ACTUAL
INSEGURO
NECESITA MEJORAR
NORMAL

Las relaciones de la escuela con los padres.	① ② ③
La relación de la escuela con la comunidad.	① ② ③
Las relaciones de los maestros con los padres.	① ② ③
El envolvimiento de los padres en las actividades de la escuela.	① ② ③
La reputación de la escuela...: con los negociantes locales.	① ② ③
con los lideres comunitarios.	① ② ③
con miembros de la comunidad.	① ② ③

2. Por favor marque hasta que punto esta de acuerdo o en desacuerdo con las siguientes declaraciones con respeto a las relaciones que su escuela tiene con los padres.

MUY DE ACUERDO
DE ACUERDO
INSEGURO
EN DESACUERDO
MUY EN DESACUERDO

Los maestros trabajan atentamente con los padres para cumplir con las necesidades escolares de los estudiantes.	① ② ③ ④ ⑤
La escuela se comunica conmigo regularmente sobre como podria ayudar a mi hijo aprender.	① ② ③ ④ ⑤
Los maestros y padres, ambos, se consideran companeros en la educación de los niños.	① ② ③ ④ ⑤
Los padres tienen buenas ideas sobre como los maestros podrian ensenar a sus hijos.	① ② ③ ④ ⑤
Los maestros trabajan duro para desarrollar relaciones de confianza con los padres.	① ② ③ ④ ⑤
Se solicitan las opiniones de los padres con respeto a los programas escolares.	① ② ③ ④ ⑤
Los maestros utilizan las opiniones de los padres en las clases.	① ② ③ ④ ⑤

Usted, Su Hijo y la Escuela

3. Por favor marque hasta que punto está acuerdo o en desacuerdo con lo siguiente:

MUY DE ACUERDO
DE ACUERDO
INSEGURO
EN DESACUERDO
MUY EN DESACUERDO

Yo visito a los salones para observar las clases frecuentemente.	① ② ③ ④ ⑤
Me reciben cordialmente cuando llamo o visito a la escuela.	① ② ③ ④ ⑤
Yo ayudo recaudar fondos para mi escuela frecuentemente.	① ② ③ ④ ⑤
Yo participo en comités escolares frecuentemente.	① ② ③ ④ ⑤
Yo acostumbro asistir las reuniones de los padres y actividades escolares.	① ② ③ ④ ⑤
Yo hablo con el maestro con respeto a la tarea de mi hijo frecuentemente.	① ② ③ ④ ⑤
Generalmente, yo hablo con los maestros sobre asuntos disciplinarios.	① ② ③ ④ ⑤
Yo acostumbro llevar a mi hijo a la biblioteca.	① ② ③ ④ ⑤
Yo estoy satisfecho con los programas de información que ofrece la escuela a los padres.	① ② ③ ④ ⑤
Yo apoy a esta escuela.	① ② ③ ④ ⑤
Mi trabajo me impide asistir a las reuniones de la escuela.	① ② ③ ④ ⑤

4. ¿Cúal es el nivel escolar que ha completado?

PADRE (u otro adulto masculino que vive en el hogar con el niño)	MADRE (u otro adulto femenino que vive en el hogar con el niño)
○ Escuela primaria	○ Escuela primaria
○ Escuela preparatoria	○ Escuela preparatoria
○ Título de Socio (AA)	○ Título de Socio (dos años) (AA)
○ Título de Bachillerato Universitario (BA/BS)	○ Título de Bachillerato Universitario (BA/BS)
○ Graduado o con Título Professional	○ Graduado o con Título Professio

5. Escoga una respuesta indicando lo que espera que su hijo haga en el futuro. Escoga sólo una respuesta.

- ○ Que se salga de la escuela antes de graduar.
- ○ Que se salga de la escuela para ayudar en su hogar.
- ○ Que termine su educación en el programa de GED.
- ○ Que se gradúe del preparatorio (high school) y consiga un trabajo.
- ○ Que se gradúe del preparatorio (high school) y siga en un programa escolar de dos años o escuela técnica.
- ○ Que se gradúe del preparatorio (high school), trabaje y sigue estudiando en un colegio de dos años (junior college).
- ○ Que se gradúe del preparatorio (high school), trabaje y sigue estudiando en un colegio o una universidad de quatro años.
- ○ Que se gradúe del preparatorio (high school) y asista un colegio o universidad de cuatro años.
- ○ Que se gradúe del preparatorio (high school) y sirva en la fuerza militar.

6. **Escoga una respuesta indicando lo que cree que su hijo haga en el futuro. Escoga sólo una respuesta.**
   - ○ Que se salga de la escuela antes de graduar.
   - ○ Que se salga de la escuela para ayudar en su hogar.
   - ○ Que termine su educación en el programa de GED.
   - ○ Que se gradúe del preparatorio (high school) y consiga un trabajo.
   - ○ Que se gradúe del preparatorio (high school) y siga en un programa escolar de dos años o escuela técnica.
   - ○ Que se gradúe del preparatorio (high school), trabaje y sigue estudiando en un colegio de dos años (junior college).
   - ○ Que se gradúe del preparatorio (high school), trabaje y sigue estudiando en un colegio o una universidad de quatro años.
   - ○ Que se gradúe del preparatorio (high school) y asista un colegio o universidad de cuatro años.
   - ○ Que se gradúe del preparatorio (high school) y sirva en la fuerza militar.

7. **¿Cuántas veces se ha mudado de un distrito escolar a otro durante los ultimos 2 años?**

   ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ○ Mas que 10

8. **¿Generalmente, si usted se muda, se espera usted hasta el fin del semestre escolar para mudarse?**

   ○ Sí ○ No

9. **¿Generalmente, si usted se muda, se espera usted hasta el fin del año escolar para mudarse?**

   ○ Sí ○ No

10. ***(Si usted nunca se ha mudado de un distrito a otro o de una escuela a otra, puede omitir esta sección.)*** **Hay ocasiones cuando ustedes como padres se les a presentado la necesidad de mudarse a mediados del año escolar. Por favor indique cuanto está de acuerdo o en desacuerdo con las siguientes declaraciones.**

MUY DE ACUERDO
DE ACUERDO
INSEGURO
EN DESACUERDO
MUY EN DESACUERDO

Yo incluyo a mi hijo/mis hijos en las discusiones de mudamos.	① ② ③ ④ ⑤
Yo tomo en cuenta los sentimientos de mi hijo/mis hijos y considero lo que les concieme a decidir si nos mudamos o no.	① ② ③ ④ ⑤
Yo pienso que mis hijos deben aceptar la decisión de sus padres de mudarse.	① ② ③ ④ ⑤
Yo pienso que cada vez que nos mudamos esto interrumpe la educación de mi hijo/mis hijos.	① ② ③ ④ ⑤

Cada vez que nos mudamos, es dificil para mi hijo/mis hijos:

formar nuevas amistades.	① ② ③ ④ ⑤
adaptarse a los maestros nuevos.	① ② ③ ④ ⑤
adaptarse a las normas nuevas académicas.	① ② ③ ④ ⑤
adaptarse con otros en la escuela nueva	① ② ③ ④ ⑤

Aún cuando mi hijo/mis hijos sabe/saben que la decisión de mudarnos es lo mejor, a el/ellos no le/les gusta dejar...:

su escuela.	① ② ③ ④ ⑤
sus amigos.	① ② ③ ④ ⑤
sus maestros.	① ② ③ ④ ⑤

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11. **Durante este año escolar, cuantes veces ha:**

CASI SIEMPRE
LA MAYORIA DE LAS VECES
DE VEZ EN CUANDO
NUNCA

¿Ayudado a su hijo con la tarea?	① ② ③ ④
¿Comprobado que su hijo ha terminado la tarea?	① ② ③ ④
¿Alabado a su hijo cuando ha sacado buenas notas en la escula?	① ② ③ ④
¿Animado a su hijo tomar la responsibilidad por las cosas que ha hecho?	① ② ③ ④
¿Animado a su hijo cuando ha trabajado duro en la escuela?	① ② ③ ④
¿Asegurado que su hijo llegue a tiempo a la escuela?	① ② ③ ④
¿Castigado a su hijo o quitado privilegios cuando no ha sacado buenas notas en la escuela?	① ② ③ ④

12. **¿En un día típico, cuanto tiempo toma su hijo para hacer su tarea?**
   - ○ Mi hijo no trae tarea
   - ○ 30 minutos
   - ○ 1 hora
   - ○ 2 horas
   - ○ 3 horas
   - ○ 4 horas o mas

13. **Yo pienso que por que me he envuelto con la escuela y los maestros, mi hijo/hija...**

MUY DE ACUERDO
DE ACUERDO
INSEGURO
EN DESACUERDO
MUY EN DESACUERDO

Está progresando bien.	① ② ③ ④ ⑤
Está mas envuelto en actividades escolares.	① ② ③ ④ ⑤
Está mas envuelto en actividades relacionadas con la escuela.	① ② ③ ④ ⑤

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